EDUCATION — GENERAL

1992

MAY — OCT.
Can a machine teach a human to think?

Two different perspectives on the controversy about whether a machine can teach a human to think.

Learning Management System controlled through a mini-computer. This allows access to operations from a local area network within the center and also with computer terminals in students’ homes.

On its Outreach programme, Mansell and Attridgeville matric pupils and the computer for a week for enrichment: each does six sessions a week of computer-aided instruction in maths, English, Afrikaans, science and another subject.

For Afrikaans, the standard program called Learning Link, devised for second-language learners.

The network, through the teacher, can track each student, assessing both how much work he has done and how well he is doing.

“A machine can’t do this but it can do it much more efficiently,” says Brenda Mannen, a pupil at the outreach program.

The three teachers are still not a substitute for classroom learning; it supplements it,” she says.

Edgar of the Johannesburg-based Education and Training Advancement Centre (Etac), describes the same fear from the activities he has been involved in: “If we do not have the tools for our mission, we have to eliminate fear,” he says.

As a result, computers are used only as typewriters. “They see them as Indians using English as a second language,” he says.

Etac trains systems, project and resource management, secretaries and desktop publishing operators from education service organizations in computer skills and basic management.

It offers a comprehensive course which enables trainees to become proficient with software.

Education technology, it seems, can enhance learning. But the central issue then is the quality of computer-based training: who writes the software and with what aims? How do teachers ensure independent computer-assisted learning?

If ever you are confronted with the dilemma of using computers in a learning situation, ask not what the computer can do for you — but what you can do with the computer.

A book of papers, Computers for Teaching and Learning, edited by Steve and Lillingston, has just been compiled from the Cces conference has been published.

Available from the Cape Computer Society.

BSS Rescue Services

Virus Attack Data Loss Network Disaster

HLP.031 0550 444-8800

Johannesburg

SSS Rescue Services

Virus Attack Data Loss Network Disaster

Help line 0550 444-8800

Johannesburg

BSS Rescue Services

Virus Attack Data Loss Network Disaster

Help line 0550 444-8800

Johannesburg

The Weekly Mail, May 8 to 14 1992
1 000 encyclopaedia sets donated to READ

Abdul Milazi

READ Educational Trust yesterday received 1 000 sets of encyclopaedias worth R2 million from World Books.

The 22-volume sets, presented at a function in Johannesburg, will be distributed to black schools as part of a nationwide campaign to address the deepening crisis in education.

READ national director Cynthia Hugo said encyclopaedias were expensive and difficult for most black schools to obtain. READ will distribute the encyclopaedias to needy schools.

World Books managing director Cliff Jackson said his company felt the best way to channel the books into communities which were engulfed in the education crisis was through READ.

"We see a dire need to educate the youngsters of this country if South Africa is to prosper. For this reason we approached the international World Books Incorporated to assist in making this donation."

At the presentation . . . (from left, back row) teacher Thabile Chawane, World Books managing director Cliff Jackson, headmistress Thabi Molete, READ national director Cynthia Hugo and (front row) pupils Wesley Ntlovu, Thabo Makanete and Ignatius Dube.

Picture: Courtesy World Books
not debate this now, but it is a subject which one could discuss at great length. However, I want to assure hon members that we are by no means overlooking the historical aspects of the shop.

Mr P NAIDOO: Mr Speaker, is the hon the Minister prepared to take a question?

Mr SPEAKER: Order! The hon the Minister's time is very limited, but it is up to him to decide.

The MINISTER: I am prepared to take a question.

Mr P NAIDOO: Would the hon the Minister afford the similar opportunity to the thousands of householders who are much more deserving of such special treatment?

The MINISTER: I would like to, but I cannot. I had hoped to, but I could not. I might as well stipulate some of the conditions or factors that are taken into account before finally arriving at the price at which we are offering these shops. The situation of the shop is taken into account, as are the present condition of the premises and the type of business. If there are too many barber shops, for instance... [Time expired.]

Debate concluded.

HOUSE OF ASSEMBLY

QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Transfer of land to Minister of Public Works

291. Mr P G SOAL asked the Minister of Regional and Land Affairs:

(1) Whether, in terms of paragraph (c) of Proclamation R28 of 31 March 1992, certain land under the control of his Department is to be transferred to the Minister of Public Works; if so, (a) what land is to be transferred and (b) what is the purpose in doing so;

(2) whether the Government intends selling the land in question; if not, why not; if so, to whom?

The MINISTER OF REGIONAL AND LAND AFFAIRS:

(1) Yes.

(a) The properties mentioned in Schedule 3 of Proclamation No R28/1992 have already been transferred to the Department of Public Works with effect from 1 April 1992.

(b) To further dispose of the properties.

(2) The Department of Public Works will dispose of the properties taking into consideration in this regard the advice of the

Advisory Commission on Land Allocation and the practical utilization of uneconomic units. Further particulars in this respect should be obtained from the Department of Public Works.

Own Affairs:

Model C schools: subsidized posts to be lost

66. Mr A GERBER asked the Minister of Education and Culture:

Whether his Department has already determined how many teachers in (a) ordinary public and (b) state-aided schools will lose their subsidized posts after the conversion from ordinary public schools to Model C schools has been completed; if not, why not; if so, (i) how many teachers in each case and (ii) how many of them (aa) with and (bb) without a pension?

B608E

The MINISTER OF EDUCATION AND CULTURE:

(a) (i) 155

(ii) (aa)* 155

(bb) 0

(b) (i) 3 661

(ii) (aa)* 3 658

(bb)** 3

* Depending on whether a person occupies a temporary or a permanent position and on his/her years of service an annuity or a gratuity or an annuity and a gratuity are paid out.

** Part time posts.
Khuzwayo to improve culture of learning in Soweto

Ellen Khuzwayo's campaign to eradicate illiteracy in Soweto has hit a snag. Although the novelist and veteran activist has collected 3,000 books she hopes to use in the campaign, she still does not have a library from which to operate.

The Orlando Children and Youth Library project was launched to coincide with ANC deputy president Walter Sisulu's 80th birthday celebrations, held two weeks ago.

"The response of the community and the publishers to this project, which was aimed at fostering a culture of reading among the youngsters, had been tremendous," said Khuzwayo.

Community

But unfortunately, there is no building available yet for the books to be displayed and distributed to the youth on a lending basis. It is hoped that a building may be erected through community efforts and contributions from the business sector.

"We are presently in need of both funds and a suitable site so that we could be able to build a proper library as our long term project. We will not even object should the Soweto Council provide us with a matchbox house," Khuzwayo said.

"We now appeal to the community, industries and other organisations to support this noble idea which will surely benefit the community," Khuzwayo said.

She said she hoped everyone would help in the planned fund-raising project so that the objective of erecting a library was achieved.

Those willing to contribute to the building of the library, may contact Khuzwayo at (011) 982-2286.

Veteran civic leader and novelist Ellen Khuzwayo, who heads the ANC deputy president Walter Sisulu's 80th birthday gift project, a library for the youth of Orlando West in Soweto.
imbalance in education

Govt accused of creating
How to Fill the Growing Hole in Parents' Pockets

By Portia MacEachern
THE education faculty at the University of the Western Cape is facilitating a United Nations scholarship programme aimed at post-graduate students in Education Administration and Management, Policy, and Planning. According to lecturer Saleem Badat, the scholarship is for five students to do a masters programme at Bristol University in England for one year.
10 years' compulsory schooling

By PORTIA MAURICE

The African National Congress believes 10 years of free and compulsory education is the minimum necessary to prepare individuals to participate in the economy and society, and has committed itself to provide this.

In its education policy unveiled at this weekend's conference it also promises that students who cannot afford to proceed beyond this level will have access to bursaries and loans. Where possible, a year of preschool education will be included and as far as possible there will be flexibility between different levels of the education and training system.

Disabilities and special learning needs will be provided for. The organisation also commits itself to redistributing resources to women, rural and adult students, and the mentally and physically disabled.

Special schooling will be provided up to matric level for youth who have dropped out of the school system or been expelled because of apartheid practices.

To employers goes the prime responsibility for providing adult basic education, whereas the state will ensure delivery to the unemployed. There will be a national certification system for this.

If the ANC came to power, the central state and local authorities would control education. The former would be responsible for the "development of national policies and principles, financing education, the development of a national curriculum and standards". Lower levels will take care of the day-to-day administration and management of the system.

The organisation commits itself to "removing gender-stereotyping from the curriculum" and, in a kind of affirmative action, offers "special help" to girls to extend their skills in areas previously barred to them such as woodworking.

Pupils will have access to a minimum of two languages — a regional lingua franca and English.

See PAGE 25
World Book donation of 2000 sets of 22-volume encyclopedias worth R2-million were donated to black South African schools this week. World Books handed over to the READ Educational Trust at a Johannesburg function on Tuesday. READ co-ordinators are deciding on areas of most need countrywide, where the books will be distributed.
Invest in your child's education.
Producng students that industry can use

Many observers have pointed out that, though no single policy or formula can guarantee economic development, there is one fundamental requirement for success: education leading to general competence.

And that is where we fall short in SA.

We need institutions that turn out educated people employers can use. There is an alarming mismatch between what our schools and colleges produce and what commerce and industry need. This gap must be bridged if we are to achieve the economic growth on which to base any political dispensation.

More than 300 000 students are studying at SA universities. Only about 12% are studying sciences or engineering compared with between 40% and 50% of university students in nations such as Germany, Japan and South Korea.

The remainder of our university students — 264 000 — are studying "soft" subjects and will be competing for a limited number of jobs.

On the other hand, our technikons — where the emphasis should be — have a combined total of more than 100 000 students. Even at these institutions, only 40% of the students are studying engineering or the sciences.

It is estimated that 100 000 students could be removed from our universities today without in any way decreasing the economic skills potential of our country — a sobering thought if one considers the resources invested in the students.

We should not be calling for more expenditure on education. We should rather be asking harder questions about the objectives of our education system and what we are getting for our investment. Are the objectives synchronised with our economic development needs? I don't think so.

The responsibility for addressing this mismatch has to be twofold. The education establishment and the private sector need to work together.

One example of how this works in practice is the experiment at Fort Worth, Texas. There the local Chamber of Commerce and the school district have devised a programme to help match what the companies need and what the schools produce. A forum has been established to identify specific and general skills that will be in most demand and how best the schools can equip the students with them.

We can also gain by being more innovative in using the resources we have, for instance by:

- Setting up formal channels for involving commerce and industry in setting educational objectives, providing a business perspective for pupils in the classroom, helping with preparation of syllabi for technikons and universities. This is already happening overseas and a healthy interaction that can only benefit all involved is being developed between the business sector and the classroom. It is good to see that this is beginning to happen in SA;
- Encouraging a much greater involvement by the private sector in adult education by building further on the existing education of employees and helping them to acquire numeracy and workplace language skills; and
- Using our sophisticated electronic media for accelerated long-distance education that could make the world of difference to children in far-flung areas where teaching skills may be lacking. But, for this, we need a massive drive to electrify urban and rural low-income areas.

At the end of the day, we must get education on track in SA. And, if we are going to succeed, we have to overcome structural weaknesses such as the lack of properly trained teachers, especially in the hard subjects of mathematics and science.

Companies have long been concerned at the small number of blacks emerging in management. We have done well in involving black people on the shopfloor but we have generally failed to carry this through to management.

One reason, unfortunately, is that we have tended to bring blacks into our organisations in low-level jobs, with no intention that they should ever rise above a certain level.

We have not had any real expectations for black employees. They have simply been there. We have not selected for talent or intelligence because we have not selected for advancement.

That is one reason for blacks not having advanced and for there being no significant black management corps today.

This will change as companies are put under increasing pressure to promote equal opportunity right to the top of our organisations. Either we can drive this ourselves or legislation will force us to drive it in the future.

There is no doubt that we are going to have to put a significant percentage of our payrolls into retraining and education initiatives in the new SA in order to make up for the often appallingly poor results in our schools.

We will have to help people of talent and application to acquire the knowledge and skills that our school system failed to provide.

All this shows me that we need plenty of rethinking, a willingness to try new approaches, much greater involvement by the private sector and real openness from the education authorities.

The Japanese have a word for the sort of approach we need. It's called keiretsu, or cooperation. For SA, co-operation is a matter of survival. Our resources are too limited and our needs too great for us to stick with our past, often-exclusive and rigid mindset.
The path to a fairer business climate and more prosperous economy was charted at a recent accountants' congress, reports Quentin Wilson.

State should 'spread the skills' — Gerwel

E

ducation and training could not be left to the free market, if it were, a few elite groups would continue to monopolise taught skills, Professor Jakes Gerwel told a recent congress of chartered accountants.

The University of the Western Cape rector said state intervention was necessary to avoid the perpetuation of an unequal system.

"But a highly centralised, bureaucratic state operating in a comman-
dist fashion is not the answer," he told the congress held at a Cape Town hotel.

Rather, a large degree of "decentralisation" was needed. Schools should be given more power and "popular participation" in the running of their affairs.

Gerwel also said that: "Whether we adopt the ANC-Cosatu starting point of 'growth through redistribution' or the corporate sector's 'redist-

bution through growth', the priority is the provision of enough

highly-trained professional and techn-
nological human resources."

He said the training of blacks in these categories would start a process which could result in a de-


The trends and myths of education's future

In a recent speech Johannesburg College of Education rector Graham Hall outlined future trends in South African education. ANITA ALLEN reports.

The legitimate demands for parity in education mean that the high standards of white education will be difficult to sustain, according to Professor Graham Hall, rector of JCES.

In a keynote speech at a private-schools science conference at St Martin's Preparatory School this week, Professor Hall identified education trends for the future and set out to dispel what he said were myths. Society at large would have to lower its unrealistic educational expectations, he said.

What had to be realised was that white standards of education could not be sustained because resources and funds would be redistributed. There would have to be a reallocation of priorities.

Another myth was that education would continue to be largely segregated. The future education system would be based on parity.

Between the present and 1994/95, there would be major deliberations on education, he said, but already broad trends were emerging. These were:

- A single Ministry of Education.
- To prevent a bureaucratic organisation emerging, education would be devolved to nine or 10 smaller regions.
- Free, compulsory education in primary schools up to Grade 7 (the present Standard 5).
- Professor Hall said it was debatable how long education would be free, but whites and blacks alike would have to accept that educating their children was going to cost between R1 000 and R2 000 a year per child after the compulsory, but must not expect that government subsidies would continue.
- The future education system would have well-defined exit points — Grade 7, Grade 9 and Grade 12 (Std 5, 7 and 10). Considering the entire population, it was estimated that 80 percent of pupils would leave at the Grade 7 exit point.
- The language issue had not been settled, he said. However, it appeared that the entrenched position of English and Afrikaans could change.

Primary schools would offer these languages as well as an African language. At the other end of the educational process, Grade 12 would require five subjects, instead of the present six, with only one language required.

Professor Hall said these and other important educational issues were contained in two discussion documents — the Educational Renewal Strategy Document, and a Curriculum Model for Education in South Africa.

Dealing with science education, Professor Hall said indications were that there would be an emphasis on science, technology and mathematics. This would be seen in the introduction of technology as a subject from Grade 1, which would concentrate on the application of scientific knowledge to improve the human condition.

Children would have to learn about the issues and problems of technology and how to compete in such a society. Professor Hall said the only way forward was to look at technology critically — “Drive it, don’t let it drive you.” □
suspect we are also joined by the party on the other side of the House. [Interjections.]

I want to point out that this is a most important environmental asset. It is a pristine river, the only one we have in the Peninsula that is protected, as I have said, from source to mouth, and it is essential that we maintain buffer areas along the river. That is what Zone C is. It is a buffer area.

It is essential that we protect the wetlands, some of which are in Zone C and others that are affected by Zone C.

It is so that the whole population of greater Cape Town in coming to use more and more areas like the Silvermine Reserve, the Silvermine valley and the wonderful heritage we have here. We have a responsibility in this House to ensure that those environmental gems are handed on. It is not just the responsibility of the people who elected us. It is a broader responsibility we have to all of the people of the Peninsula—two and a half million of them—and to the people of South Africa as a whole.

I commend this case to the hon the Minister with confidence. I am sure he will not let South Africa down.

The MINISTER: Mr Chairman, the hon member for Wynberg put his case more correctly than he did with his interjection. It was the incorrectness of his statement that drew the aggression. If I am busy answering a question to the best of my ability, and somebody tells me by way of interjection that I am not answering, when I have as yet not completed my response, I believe it is unfair.

However, I want to say to two hon members that I have certainly taken note of the messages which they seek to convey. Arguing the case for the environment and its sensitive areas as they have, I want them to know that we certainly take that to heart. However, I also appreciate—as the hon member indicated in his last response—that I am not in a position now to apply my mind to this matter.

Debate concluded

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) 17 October 1991,
(b) authority delegated by the Minister to the rectors of colleges of education,
(c) (i) on the advice of the College Council,
(ii) the Rector of the College;

(2) no.

Re-employment of retired teaching staff

*3. Mr L LOUW asked the Minister of Education and Culture:

(1) Whether it is his Department's policy to re-employ in an administrative capacity any teaching staff member who has accepted a retirement package; if not, why not; if so, why;

(2) whether a certain person, particulars of whom have been furnished to the Minister's Department for the purpose of his reply, was employed at a regional office of his Department; if so,

(3) whether employees at this regional office had earlier been informed that no appointments would be made there; if so, why was the person concerned employed there;

(4) whether the prescribed procedure was followed before the post concerned was filled; if not, why not;

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

Mr R M BURROWS: Mr Chairman, arising from the answer of the hon the Minister, can I indicate whether it is his intention to make regulatory commitments that the person who is receiving or is in receipt of an early retirement package shall not be employed in his Department for a three-year period after receiving such a package?

I, the MINISTER: Mr Chairman, I have not given attention to a definite period, but we have given some thought to it, even though we have not yet reached a final conclusion.

*Mr L LOUW: Mr Chairman, arising from the reply of the hon the Minister to paragraph (1) to which his answer was no, I want to ask whether this will also apply in the case where such a teaching staff member wants to return to teaching.

*Mr L LOUW: I gave a very clear reply to the question. The answer is no. I also put certain qualifications in respect of that. I think the hon member should study my reply properly, then it will be clear to him. I know he is thinking about a specific case. He is welcome to discuss it with me in my office.
Parenting

THE Sowetan/Pick 'n Pay Parenting Workshops could not have reached Alexandra at a better time.

In the past few months the community has experienced the worst violence in addition to existing socio-economic problems such as overpopulation and unemployment.

The violence has left many families displaced and children separated from their parents.

In Alex, as in many other black townships, education has been disrupted because of violence.

But the youth of Alexandra did not wallow in self-pity at their situation. In an impressive show of concern they took action and called on Sowetan's Nation Building for help.

This resulted in the first parenting workshop held there at the weekend. The workshop was sponsored by Pick 'n Pay.

The youth turned up in their hundreds but there was a noticeable absence of parents in the audience.

But that did not deter the youth and some concerned professionals and members of the community from coming up with concrete resolutions.

An interim committee was formed to investigate and present problems facing the youth to the Parent Teacher Association and the DET's local education council.

Some of the resolutions were:

- Parents should be required to sign their children's exercise books every evening to ensure that they have checked it.
- This system should be used by teachers as well so that parents are able to check that the teacher is doing his or her work.
- Teachers should be given study leave so that they can give the children their undivided attention.
- The community, even those who are not parents, should take interest in the education of the children. Role models should visit schools and give talks about
Mayibuye to produce books for Africa

Western Cape Gave Davis trophies from Cape Town

Material has been handed over to the new Mayibuye Centre at the University of the Western Cape for the Centre's initial activities.

With the closure of IofD and its mast print publishing, Phakamisa Books, a publisher of books and periodicals, will have to produce books that are more relevant to the needs of the people.

Many of the official publications of the Western Cape Provincial Government, including the official translation of the five-year strategic plan for the province, have been completed by Phakamisa Books. This has led to the company's decision to produce books that are more relevant to the needs of the people.

In the past, Phakamisa Books has produced a wide range of publications, including academic texts, reference works, and popular books. However, the company has now decided to focus on producing books that are more relevant to the needs of the people, in order to meet the demands of the market.

The company has already started work on a number of new projects, including a series of books on Cape Town, a history of the Western Cape, and a collection of stories from the region. These projects are expected to be completed within the next few months.

Phakamisa Books is committed to producing books that are relevant to the people, and is looking forward to working with new authors and editors to produce a wide range of publications.
SCHOOLS

We don’t need no education

The tortuous education policies of the National Party have, apart from anything else, created enormous practical problems on the ground.

The decision to reduce spending on white education was inevitable. But the Model C method — to pay only teachers’ salaries in government schools and make all other costs payable by the parents — is not as simple as it sounds.

Take the seemingly mundane question of municipal rates. Until 1984, educational institutions, churches and charitable organisations were exempt from municipal property rates. Since the passing of the Rating of State Property Act of 1984 (which was aimed at helping municipalities make ends meet), the Department of Public Works has been paying municipalities sums of money towards rates on all government property. It seems that schools got sucked into the arrangement by accident.

This has had the Orwellian result that the schools themselves are now liable for rates payments for April next year — and there have been some nasty shocks.

Durban High School, for instance, founded in the 1860s and one of the great boys’ State schools, is faced with an annual rates bill of close on R300 000. Headmaster Ken Tomlinson says this will entail a school fee payment of R250-R300 by each of the 1 000 pupils, in addition to the fee contributions already made.

And by 1993, school fees will be much higher. As early as August this year, parents at all Model C schools will have to find the money for water and electricity, repairs and replacement, general maintenance, refuse removal and insurance (both for fixed assets and individuals). The combined bill for these services will run into hundreds of thousands of rand a year, possibly millions at the bigger schools. In such circumstances, to demand even an extra R200 from each pupil for rates could effectively put a school out of business.

In Johannesburg there is considerable anxiety. Parktown Boys’ in Johannesburg is liable for R600 000 and headmaster Tom Clarke says each pupil would have to find an extra R200 a year to cover the rates bill alone. Another headmaster says he and his colleagues are “very concerned” at the “indecency” with which the new system was brought in. There has been little time to budget or prepare for taking control of school assets. New management structures and approaches must be devised; skills shortages must be addressed. The last thing worried headmasters need is the anxiety of a potentially crippling rates bill.

In most cases, the amount required for rates would be higher than the entire voluntary school fee paid by the average family at present. It is a problem that has confronted nearly all formerly white government schools. Some would be worse off than others: it depends on municipal valuations. But many schools would not be able to pay even moderate rates bills.

Private schools are also distressed by the amazing bungling over rates. Contrary to the belief in some government school circles, they are no longer exempt from municipal property rates. The exemption which protected private schools from as far back as 1836 was apparently withdrawn on December 12 1991 — presumably on grounds of equity, because State schools would soon be liable for rates.

Many local authorities have been sympathetic. Pretoria Boys’ High, which has a large estate in a fairly exclusive area, would have to pay more than R1m — but the indication is that the Pretoria City Council will not impose rates on schools in its area. Apparently Cape Town is taking the same view and so are many smaller municipalities.

Johannesburg is understandably more reluctant. It has more than 100 Model C schools within its boundaries. Its income from rates on these properties has been estimated at more than R20m a year. That kind of money will not be given up lightly — and the city council has shown no sign of doing so. (By the time of going to press, the FM had not succeeded in reaching senior council officials for comment.)

The matter is complicated by the confusion over who will actually own the schools after August 1.

Schools have been told that ownership will pass to their governing bodies — but there is deep scepticism about this. “We’ll never see the title deeds,” says one exasperated headmaster. “And the province reserves the right to take back the school if it is used for any purpose other than education. Not that we would use the building for anything else — but this is not ownership in the generally accepted sense.”

This confusion is evidently what the Johannesburg City Council had in mind when it responded to one school’s appeal about rates, saying merely that “we are considering who is liable” as the legal owner of the property. The implication is that when the council has decided, it will bill either the school or the Transvaal Education Department.

But the point is that nobody should be liable for rates on schools. (One parent argues that the Johannesburg City Council should not complain: after all, it has done extremely well out of the administrative oversight that led to school property being rated in 1984.)

The schools, after the initial shock, have been marshalling resistance. Rebellion is not only being seriously considered, it is now regarded by many schools as the only alternative. According to one determined parent at a top Johannesburg school, several schools are adamant that the rates bill will not be paid.” One headmaster describes the new dispensation as “completely untenable.”

It is argued that Johannesburg could replace the school rates income by increasing all municipal rates by up to 5%, on the grounds that education is a vital service to the community.

And it is pointed out that to rate most school properties is, in a sense, meaningless: being permanent educational institutions, their land has no market value — even if it is located in prime suburbs. There has been talk of a 20% rates rebate for schools — but this is regarded as a joke by headmasters.

Indeed, the only option for threatened Model C schools is to unite and simply refuse to pay rates until a satisfactory solution is worked out by the various authorities.

In any case, there are such discrepancies between valuations, particularly in Durban and Johannesburg, that the structure is inherently and blatantly unjust. Even if the schools had money to spare, they would be justified — on grounds of inequity — in refusing to pay.

But there are signs of sanity. Government departments were engaged this week in negotiations which, it was hoped, would result in schools simply not having to pay property rates.

If this is the kind of mess government leaves behind in a nuts-and-bolts matter like rates, what other educational horrors still await us?

One thing’s for sure, though: the Minister will not be resigning.

FINANCIAL MAIL • JUNE • 12 • 1992 • 35
The National Education Co-ordinating Committee

The National Education Co-ordinating Committee, the NECC, is an alliance of progressive, non-racial, democratic and mass-based student, teacher, worker and civic associations (organisations) which is actively committed to the democratisation of the educational system and the establishment of a non-racial, democratic, non-sexist and unitary educational programme.

In pursuance and furtherance of these goals the organisation in collaboration with SADTU, COSAS, SASCO, UDUSA and COSATU is staging a number of parallel workshops, conventions and conferences which are described/detailed below.

The Educational Institutional Governance Programme

While the NECC has throughout its existence campaigned for the democratisation of the educational system and the establishment of a single, non-racial and unitary system, the organisation has also campaigned for the democratisation of individual schools, technical colleges, teacher training colleges, nursing colleges, and universities. In this regard the NECC’s model for school governance has been the PTA (tire school), and several hundred of these schools governing bodies have been established and are governing schools presently.

This has not been a smooth process: especially during the year of the State of Emergency, our structures were effectively banned, school principals and authorities who were clearly short-sighted expeditiously rejected our structures. It is now time to re-assess the situation, especially with regards to:

- the nature of our structure and its relationship to a future non-racial and unitary education system
- the powers required for real and effective management of schools and real and effective participation in the national education system
- the relationship between students, parents, and teacher representation, their powers relative to each other and their numbers within the school governing body
- the education and training needs.

People’s Education Programme

In 1985, at the launch of the NECC, the campaign for People’s Education became consolidated within the activities and programmes of the NECC and its component organisations and formations. The focus of these campaigns is summarised in the NECC Declaration on People’s Education which states that:

- enables the oppressed to understand the evils of the apartheid system and prepares them for participation in a non-racial system
- eliminates illiteracy, ignorance and the exploitation of one person by another.
- eliminates capitalist norms of competition, individualism and stunted intellectual development, and replaces it with one that encourages collective input and active participation by all, as well as stimulating critical thinking and analysis.
- equips and trains all sectors of our people to participate actively and creatively in the struggle to attain power in order to establish a non-racial democratic South Africa.
- allows workers, peasants, teachers and workers to be constituents in appropriate organisational structures which enable them to participate actively in the initiation and management of people’s education in all its forms.
- enables workers to resist exploitation and oppression at their workplace.

The campaigns launched subsequent to the adoption of this conference declaration have pitted those of us opposed to Apartheid Education and committed to its radical transformation in a battle with the Apartheid State and its allies and People’s Education and its programmes were effectively banned during the years 1986-1990.

It is not only school governance which we have contested, but struggles have been conducted also in tertiary education institutions, and may have been won. Several are in the stage of transition and must now re-assess their governing bodies. These struggles have been led by components of the NECC, and in particular by SASCO (and previously SANSO, NUSAS, AZASCO), UDUSA and COSATU. As with school governing bodies it has become necessary to address similar questions as those identified above.

Several workshops and conferences have now been planned and parents, teachers, students, workers, academics and their organisations are now invited to participate in the debate about non-racial, non-sexist and unitary education system and governance.

The conventions are scheduled as follows:

- OFF and Northern Cape 27-29 June (Bloemfontein), N.Tvl/OFS/Border/Transkei (not confirmed), National Convention
- N.Tvl/Border/Transkei/E.Cape 3-5 July (Eldorado), National Convention
- NOT CONFIRMED NOT CONFIRMED
- Border: 11 July, E.Tvl: 20 July

Further information is available at the regional offices or head office of the NECC (see below).

Already this year one convention has been held in the Western Cape to assess progress towards our goal within individual schools and institutions. It is here that we believe real and radical transformation of the curriculum and teaching methods informed by the vision of People’s Education can be achieved in the short term, whilst we continue to pursue our national goals. Further regional conventions on People’s Education to assess progress and plan the implementation of programmes are scheduled and are listed below. These conventions will:

1) receive reports from students, teachers, academics, workers, parents and presidents as well as from their representative organisations on progress and activities that are presently spearheading.
2) consider the implications of People’s Education for educational policies.
3) map a programme of action to advance People’s Education inside schools and tertiary educational institutions and at educational policy levels.

The proceedings of all conventions will be published and be available. Further information is available at the regional offices and the head office of the NECC (see below).

OFF ........ Tel: (051) 474147 ........ Fax: (051) 474172,
S.Tvl ........ Tel: (011) 291474 ........ Fax: (011) 291478,
Transkei .... Tel: (041) 564137 ........ Fax: (041) 564270,
Notel ........ Tel: (031) 3074547/9 ........ Fax: (031) 3071929,
IN a complete about face, the Government this week reintroduced favourable tax treatment for bursaries and scholarships after withdrawing them in 1991 amid an outcry.

Ironically, the amended tax law is more generous than its predecessor. It allows almost anyone either paying or receiving a bursary or scholarship to claim a tax benefit.

The Government gave widespread abuse as the reason for withdrawing the dispensation in 1991.

Price Waterhouse Meynell tax consultant Pieter Malan says: "Bursary and scholarship schemes must be properly structured to enjoy the benefit."

"The amendment to the tax law is welcomed. It will alleviate the extra financial burden on parents as a result of changes to the schooling system."

Any bona fide scholarship or bursary will be exempt from tax if the recipient attends a recognised educational institution, such as a school or college.
Time to get your application ready

By MONWABISI NOMADOLO

THE Education Opportunities Council (EOC) has announced its 1993 scholarships and fellowships programmes, which are tenable both locally and overseas.

The scholarships are open to black South Africans and people living in the TBVC states.

Local scholarships are available for full-time study at universities and technikons in SA and the TBVC states.

Areas of study which have been prioritised for funding at undergraduate level are agriculture, commerce, computer science, education (science and mathematics), public administration as well as town and regional planning, engineering, health sciences, journalism and natural sciences (physics and mathematics).

Postgraduate studies are funded at honours and masters level. Priority fields include agriculture, commerce, education (science, mathematics), economics, health sciences and natural sciences.

Applications for local scholarships should reach the office not later than August 15.

Priority fields for overseas scholarships (undergraduate level) tenable at US universities are agriculture, architecture, computer science, engineering/technical science and natural sciences as well as mathematics and statistics.

Undergraduate applicants must have a matriculation exemption pass with a minimum D aggregate plus at least a D aggregate in mathematics.

Overseas postgraduate priority fields are agricultural sciences/agronomy, business and commerce, computer science, education (natural sciences and mathematics), engineering/technical sciences and journalism/communication.

Other fields funded are: counselling and guidance, dietetics/nutrition, ecology and environmental studies, health care administration, industrial relations, labour relations, law, pharmacy, planning (urban/regional/city), public administration, social work and social science (excluding clinical psychology).

A limited number of scholarships are available for Ph.D level.

Applicants can write to the following addresses:

Transvaal: The Secretary, EOC, PO Box 3323, Johannesburg 2000.

OFS: The Co-ordinator at the EOC, PO Box 1716, Bloemfontein 9301.

Natal: The Co-ordinator, EOC, PO Box 2687, Durban 4000.

Eastern Cape: The Co-ordinator, EOC, PO Box 23181, Dales-Land 6009.

Western Cape: The Co-ordinator, EOC, PO Box 926, Cape Town 8001.
Rescue remedy for drooping children

The academically abused child can be rescued with a little help from friends.

Effective treatment is two-faceted, combining:
- Careful nurturing to rebuild the damaged ego.
- An appropriate teaching approach to enable learning to proceed in spite of the handicapping condition.

Both are the province of the school and teacher, with suitable support from the home and parents.

The starting point of treatment is the interpretation of the psychological and educational factors which have been learnt from objective testing.

With a learning-disabled youngster, reinforcement is the name of the game, and consistency is essential. The child will need to be nurtured in the learning environment to achieve a comfort level that allows him or her to concentrate and develop the confidence to risk failure.

At home he will need coaching in his studies by family members or others who understand the special teaching approach required.

If the school is not flexible enough to accommodate children with different learning styles, an option is to remove the child and find a more progressive environment.

Professor Roger Saunders will be speaking on the subject at an open meeting at Eastgate Primary School tomorrow at 7.30 pm. He will be conducting lectures round the country, along with British dyslexia expert Marian Welchman.

For more information, telephone (011) 673-1012.

Ask these questions

Questions to ask before deciding to place your trust and your "different learner" in a school:
- Will the school permit the child to be released early for afternoon tutoring, or allow a delayed entrance after a morning session with an educational therapist? Can the child skip the regular "reading period"? If so, what alternatives are there? How much flexibility is there on the part of those working most closely with the child?
THE MINISTER OF EDUCATION AND CULTURE

Case

The Minister of Education and Culture (the Minister) and the Commissioner of the Department of Education (the Commissioner)...

THE MINISTER OF EDUCATION AND CULTURE

No person resident in the Republic of South Africa and listed on the register of the Department of Education and Training at the date on which this Act came into operation...
1992 English Academy award for Abrahams

Lionel Abrahams, a leading figure in South African English literature, was awarded the 1992 Medal of the English Academy of Southern Africa yesterday for promoting good writing in English.

Academy president Elwyn Jenkins said the medal had been awarded for Abrahams's "conspicuous contribution to English language and literature".

As a prolific literary critic, Lionel Abrahams had had a major influence in establishing critical standards for South African literature, he said. — Staff Reporter.
Task force goes ahead without ANC OK

By PORTIA MAURICE

A NEW body is to try its hand at resolving South Africa's simmering education crisis, despite disapproval from the African National Congress.

The National Education Task Force (NETF) was formed after an April conference in Johannesburg, arranged by Achievers—a black management consultancy.

Co-ordinator Rungiah Naidu said organisations involved included the Development Bank of Southern Africa, the Pan-Africanist Congress, the Azanian People's Organisation, Nedbank, the Chamber of Mines, the Botswana-based SA Development and Economic Corporation and the British Consulate. The participation of these groupings could not be confirmed, and Naidu said further consultation was taking place.

But, in a hard-hitting statement to The Weekly Mail, the ANC's education department "categorically" disassociated itself from the initiative.

The NETF, which punts itself as the "first and only representative body (in education) that operates on a fully inclusive basis", has charged itself with tasks similar to the National Education Forum formed by trade unions, political and education organisations after a Broederstroom conference in March.

Despite a series of meetings, the post-Broederstroom committee has not yet publicly announced any steps towards resolving the education crisis. Concrete moves are expected early next month.

But ANC education head John Samuel has given it his stamp of approval, slamming the NETF as "counter-productive".

The NETF promises to convene a series of discussion forums around political, curriculum, community, national and finance issues. Its action programmes will include lobbying, finance, seminars, think tanks and research to tackle educational issues. In the long term, it hopes to facilitate development of a "national educational advisory committee" to advise and monitor a future government.

"This is a people's organisation. It doesn't belong to the government or any political party," Naidu said. It was different from the Broederstroom initiative, he said, because that represented a "liberation front movement" which "would not talk to the government."

Ironically Azapo, which is part of the National Education Forum and which Naidu says was involved in "initial talks", is known to favour non-collaboration with government education authorities.

"The greatest tragedy of the democratic process is that society will expect a new government to deliver all their expectations a day after it is elected," Naidu said in the NETF press release. "We know that with the best possible people and with a reasonable resource base no government in the world would be able to do this.

"We want to ensure that whatever government comes to power, it does not unilaterally ruin our education as the present government has done."
The report, signed by the Minister of National Education, states the importance of
infrastructure development for the proper functioning of education in the country. The
Minister's signature is followed by the text: "The Minister of National Education."
The signature is dated "Friday, 19 June 1999."
Short in arm for higher

TAX EXEMPTION: The Receiver does an about-turn on burSaturEs and Scholarships

Opined

The Receiver does an about-turn on burSaturEs and Scholarships
DEAR leaders,

The anniversary of June 16 has come and gone, but the picture of that tragic Wednesday in Soweto is still vivid in my mind.

I was on my sales round and fortunately I was using a sedan instead of the sign-written delivery van. It was impossible to get out but I was near a friend’s place, Dr AJ Kgomo, which was two streets away from ANC president Nelson Mandela’s former residence.

As everybody knows, that Wednesday was the turning point in SA history. In the 80 years since our struggle was formalised in Bloemfontein the progress made in the last 16 years has been far greater than that achieved during the previous 64 years. Indeed, as yisi sa ePioli – we are getting to Pretoria.

Soon after June 16 we ceased to be visitors in 87 percent of our country. Better school premises were erected and the material conditions of services for our teachers improved.

There was some upward mobility in commerce and industry and Africans in the urban areas were again allowed to form business partnerships and companies.

You will agree, however, that those enjoying the fruits of the struggle today are the haves among our people.

Many of the 1976 students live in mkhukhuns (shacks) today because the government, at national and local levels, never fulfilled its obligation to provide low-income houses.

The worst deprivation for the majority of our people is in “the most important activity of modern man”, namely education.

We seem to have forgotten that June 16 was precipitated by our children’s demand to learn. They could not do so effectively in the language they least understood and which was also a problem to their teachers.

Those brave boys and girls went a step further. They rejected bantu education and later called for the liberation of their leaders. The latter has been achieved but an Education Department they have no confidence in is still in place.

When Mandela urged the pupils to return to school, the pupils said: “We cannot understand Mandela. We fought for his release to help us fight for a better education. Now he urges us to go back to school to get the inferior education we do not want.”

It was not only the idealistic students who were against bantu education. The young teachers, who were in the frontline in 1976, were against the present system and reluctant to teach it.

The union has it written in bold letters on their letterheads: “Forward to one department of education.”

Yes, we all now there is no bantu Newton’s Laws, bantu Pythagoras theorem, or bantu Shakespeare, but it is extremely difficult to convince those idealistic and influential students and teachers that today, there is no difference between African, Indian, coloured and white education.

I have tried but failed. In 1977 and 1985, parents and teachers in KwaThema asked me to liaise with student leaders to help resolve boycotts.

“We do not want bantu education,” was the answer given by students.

It was difficult and the system was made more difficult when they petrol-bombing our homes and those of student leaders.

Former British Prime Minister Lord Attlee said: “Wars are started in the minds of men and it is in the minds of men that peace must be settled.”

Bantu education was in the minds of our children when they took up stones in 1976.

This must be removed from their minds for our schools to be effective.

In view of this, I appeal that you urge the present parliament to legislate this coming October for one education department.

Your failure to help these children from disadvantaged backgrounds will cause resentment in the future of children from better backgrounds.
Role of English language in new SA to be debated

The future of the English language in post-apartheid South Africa will be debated at two conferences to be held at the UCT Faculty of Education next week.

Speakers from several countries, including Namibia and Canada, will address the issue of the status of the language.

The first conference, Access to English in Post-Apartheid South Africa, will be hosted by the English Academy of Southern Africa and will be held from July 1-3 from 8.45am to 6pm. Registration will begin on June 30 and the fee is R120. Financial assistance is available to those unable to afford the cost. Individual session rates are available to those unable to attend the full conference.

Among the issues to be considered are: Should English be the sole official language in post-apartheid SA; what needs to be done to allow everyone to enjoy free and equal access to it; how does one avoid allowing English to disempower those who are unable to use it effectively; and how does one prevent other languages from being marginalised by the international economic and political power of English.

** Overseas

The conference will be opened by the Vice-Chancellor of the University of the North, Professor Chaba Mangenzi. Other prominent speakers include Dr Neville Alexander of UCT's School of Education and Professor Elwyn Jenkins, president of the English Academy. Overseas speakers include Professor Catherine Snow, Acting Dean of Education, Harvard University, Professor William Rutherford and Dr Donna Britton from California, Dr Stephen Carey from Canada, and Professor Bernhard Lindhorst from Texas.

Further details may be obtained from Professor Dang Young, chairman of the Organising Committee on (021) 650-2781 or 650-2789.

** Problems

The second conference, which runs from July 6-8, entitled *Visions and Realities in Applied Language Studies in Southern Africa*, organised by the Southern African Applied Linguistics Association, will be opened by UCT deputy vice-chancellor Dr Mamphela Ramphele. She will focus on issues and problems concerning the teaching and learning of all South African languages.

Speakers will include Mr Dick Chamberlain from the Namibian Ministry of Education, Dr Neville Alexander, Dr Chris Kennedy, Dr Dennis Makgudu and Dr Moira Chimombo.

Registration fee for the full conference is R70. For further details contact The Conference Secretary on (021) 650-2769 or 650-2781.
16. Any person who—
(a) wilfully hinders, resists or obstructs the Chairman or any officer in the exercise of any power referred to in regulation 12; or
(b) contravenes a provision of regulation 5, 7 (2), 13 or 14; or
(c) contravenes a provision of regulation 15, shall be guilty of an offence and liable on conviction—
(i) in the case of an offence referred to in paragraph (a) or (b), to a fine not exceeding R200 or imprisonment for a period not exceeding six months; and
(ii) in the case of an offence referred to in paragraph (c), to a fine not exceeding R1,000 or imprisonment for a period not exceeding 12 months.

GOVERNMENT NOTICES

ADMINISTRATION:
HOUSE OF ASSEMBLY
DEPARTMENT OF EDUCATION AND CULTURE
No. R. 1641 19 June 1992

AUTHORIZATION OF SCHOOLS TO RETAIN REVENUE AND DIRECTIONS RELATING TO SUCH REVENUE

Under the powers vested in me by section 2 (1A) of the Exchequer Act, 1975 (Act No. 66 of 1975), and with the concurrence of the Minister of the Budget, 1, Pieter Gabriel Marais, Minister of Education and Culture, hereby authorize all public schools, excluding industrial and reform schools, under my authority, to retain revenue as defined in the Schedule, and to apply it for meeting the expenditure of such schools, and such money shall be accounted for and dealt with in accordance with the directions in the Schedule.

Government Notice No. 2037 of 23 August 1991 is hereby withdrawn.

P. G. MARAIS,
Minister of Education and Culture.

SCHEDULE

Definitions

1. In these directions any word or expression to which a meaning has been assigned in the Act, shall have the meaning so assigned to it and, unless the context otherwise indicates—
“council” in the application of these directions means a management council referred to in section 15 (a) of the Act;
“Executive Director” means an Executive Director of Education referred to in section 4 of the Act;
“financial year” means the period from 1 January to 31 December of any year;
“operating account” means an operating account referred to in paragraph 2 (1);
"Inkomste" inkomste verkry uit—
(a) geleenheidsverhuring van skoolfasilititeite, insluitende sport- en ander terreine;
(b) artikels op bestelling vervaardig en herstelwerk op versoek gedaan van spossale skole, tegniese skole, skole met 'n tegniese studierigting en skole met bedryfsvensissentrums en huishoudkundelaboratoriums, mits die uitgawes in verband daarmee waarvolgens die skool verantwoordelik, volledig vergoed word; en
(c) boerderyaktiviteitie by landbouwskole en skole met 'n landboustudierigting, mits sodanige inkomste aangewend word ter belyding van die boerderykoste;

"raad", by die toepassing van hierdie voorskrifte, 'n bestuursraad in artikel 15 (a) van die Wet bedoel;

"skool", by die toepassing van hierdie voorskrifte, 'n openbare skool soos in artikel 1 van die Wet, 'n omskryf, uitgeoorder 'n nywerheid- en verbeteringskool; en

"Uitvoerende Direkteur" 'n Uitvoerende Direkteur van Onderwys in artikel 4 van die Wet bedoel.

Bedryfsrekening
2. (1) Elke skool wat inkomste geneer het 'n bedryfsrekening waarvolgens die raad verantwoordelik is en waarin inkomste gestort word.
(2) Inkomste in subparagraaf (1) bedoel word slegs aangewend soos in paragraaf 4 (2) bepaal.

Beheer oor inkomste van bedryfsrekening
3. (1) Die raad wys 'n persoon skriftelik aan, hierna die verantwoordelike persoon genoem, as die persoon wat belas is met die ontvangs en verantwoordelijkheid van geld wat deur die bedryfsrekening ontvang word.
(2) Alle gelde wat deur 'n bedryfsrekening ontvang word, word onverwyld in rekening gebring deur die uitreiking van 'n genommerde kwitantie in duplikaat wat in numeriese orde in 'n kasboek te boek gestel word.
(3) Geen verandering mag aangebring word op 'n kwitantie nie en indien 'n kwitantie nou en rigtig uitgereik is, word sodanige kwitantie onmiddellik gekanselleer en vir ouddoelende bewaar, waarna 'n nuwe kwitantie in die plek daarvan uitgereik word.
(4) Geen—
(a) bankwissel, tjiek, poswissel, posorder of reistjiek ten opsigte waarvan 'n kwitantie nie soos in subparagraaf (2) beoog uitgereik is nie, mag; of
(b) bankwissel, tjiek, poswissel, posorder of reistjiek ten opsigte waarvan 'n kwitantie soos in subparagraaf (2) beoog uitgereik is, mag, in die mate waarin die bedrag daarvan meer is as die bedrag waarvoor die kwitantie uitgereik is,
kontant vervang of as kontant behandel word nie.
(5) Alle gelde wat deur die bedryfsrekening ontvang word moet in 'n rekening op naam van die betrokke skool by 'n geregistererde bankinstituie gedeponeer word.
(6) Gelde gedeponeer wat nie vir onmiddellijke behoefte benodig word nie, kan belê word by 'n poskantoor, bouverening of geregistererde bankinstituie.

"Revenue" means revenue derived from—
(a) occasional hiring out of school facilities, including sports and other grounds;
(b) articles made to order and repairs effected on request at special schools, technical schools, schools with a technical field of study and schools with industrial arts centres and home economics laboratories, provided that the expenses in regard thereto for which the school is responsible, are refunded in full; and
(c) farming activities at agricultural schools and schools with an agricultural field of study, provided that such revenue shall be used for the defrayal of the farming expenses;

"School" in the application of these directions, means a public school as defined in section 1 of the Act, excluding an industrial and a reform school; and

"the Act" means the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988).

Operating account
2. (1) Every school which generates revenue shall have an operating account for which the council shall be responsible and into which revenue shall be paid.
(2) Revenue referred to in subparagraph (1) shall only be appropriated as provided in paragraph 4 (2).

Control of revenue of operating account
3. (1) A council shall designate in writing, a person, hereinafter referred to as the responsible person, as the person responsible for the receipt of and accountability for moneys received by the operating account.
(2) All moneys received by an operating account shall be charged without delay by the issuing of a numbered receipt in duplicate, which shall be recorded in numerical sequence in a cash book.
(3) No amendment shall be made on a receipt and, if a receipt has been incorrectly issued, such receipt shall immediately be cancelled and kept on file for purposes of auditing, whereafter a new receipt shall be issued in place thereof.
(4) No—
(a) bankdraft, cheque, money order, postal order or travellers' cheque in respect of which a receipt as contemplated in subparagraph (2) has not been issued, shall; or
(b) bank draft, cheque, money order, postal order or travellers' cheque for which a receipt as contemplated in subparagraph (2) has been issued shall, to the extent that the amount for which it has been made out exceeds the amount for which the receipt is issued,
take the place of cash or be treated as cash.
(5) All moneys received by the operating account shall be deposited in an account in the name of the school concerned at a registered banking institution.
(6) Moneys deposited which are not required for immediate needs, may be invested at a post office, building society or registered banking institution.
(7) Whenever a dishonoured cheque is re-deposited or cash as replacement thereof is received, no receipt shall be issued, but the re-deposit shall be made on a separate deposit slip, clearly marked "re-deposit".

(8) Where a cash shortfall comes to light, the amount shall immediately be paid in by the responsible person, and a suitable entry shall be made in the book of account concerned: Provided that, if the council is of the opinion that the responsible person should not be held accountable for the shortfall, it shall be dealt with in terms of the provisions of paragraph 6 (1).

(9) Where any surplus in cash occurs the amount shall be accounted for without delay by the issuing of a receipt in the name of the principal of the school by the responsible person.

(10) At least once every week, a person designated in writing by the council and who is not the responsible person, shall check all moneys received to ensure that—

(a) the cash on hand is correct;
(b) no money which should have been deposited is held back;
(c) a receipt has been issued for every cheque, bank draft, money order, postal order, or travellers' cheque included in a bank deposit;
(d) such moneys where possible are deposited on the date of receipt, and any moneys not thus deposited, are deposited on the first following official working day, unless a deviation from this provision is approved by the council on account of factors such as the availability of banking facilities, facilities for the safe-keeping of the moneys and the economical use of transport;
(e) the cash book is kept up to date daily, and is reconciled with the receipts issued and deposits made;
(f) the other provisions contained in these directions have been complied with.

(11) The cash book shall be balanced every month, reconciled with the bank statement and submitted to the person referred to in subparagraph (10) to be checked.

**Expenditure**

4. (1) The Department shall be responsible for the defrayal of the following expenses of a school:

(a) The remuneration of staff employed by the Department;
(b) the provision, maintenance and replacement of buildings and prefabricated buildings, in respect of the curricular and extra-curricular activities of the school;
(c) the provision, maintenance and replacement of equipment in respect of the curricular and extra-curricular activities of the school; and
(d) any deficiency which may occur in the operating account and which, in the opinion of the Executive Director is justified.
(2) Alle uitgawes soos van tyd tot tyd deur die Uitvoerende Direkteur bepaal, ten opsigte van die bedryf van 'n skool met inbegrip van die aangeleenthede in subparagrafe (1) (b) en (1) (c) na verwyks, word uit die bedryfsrekening bestry.

(3) Die raad stel jaarliks voor of op 31 Oktober 'n gespesifiseerde begroting van verwagte inkomste en uitgawes van die bedryfsrekening vir die komende boekjaar op en lê dit aan die Uitvoerende Direkteur vir goekeuringsgemaak.

(4) Geen uitgawe waaroor nie in die begroting voorsiening gemaakt is nie, word sonder die voorafgaande goekeuringsgemaak van die raad aangegaan nie.

(5) Alle betalings uitgesondoor kleinkasbetalings geskied per tjiek wat deur twee persone deur die raad daartoe gemagtig onderteken word.

(6) Die bankrekening van die bedryfsrekening mag nie oortrek word nie.

(7) 'n Tjiek vir 'n bedrag deur die raad bepaal kan van tyd tot tyd getrek word vir kleinkas waaruit toevalige klein uitgawes betaal word.

(8) Alle uitgawes word gestaalg deur fakture of gesertifiseerde eise en word onverwyke te boek gestel.

**Boekhouding**

5. (1) 'n Persoon skriflik deur die raad aangewys is verantwoordelik vir die algemene beheer oor alle rekeningsaangeleenthede betreffende die bedryfsrekening asook vir—

(a) die hou van boeke, aanteekeninge en state waarin die ondersoek van alle ontvangste en uitgawes aangeteken word; en

(b) die veilige bewaring van al boeke, aanteekeninge, state, bewyssstrukke en ander dokumente wat daarop betrekking het.

(2) Die boeke, aanteekeninge en state moet op so'n wyse gehou word dat die inkomste en uitgawes met betrekking tot die aangeleenthede in paragraaf 1 (c) bedoel, afsonderlik weergegee word sodat dit onderskel kan word van ander inkomste en uitgawes.

(3) Die boeke, aanteekeninge en state van die bedryfsrekening word jaarliks deur 'n persoon wat in gevolge die Wet op Openbare Rekenmeesters en Ou-diteurs, 1951 (Wet No. 51 van 1951), as rekenmeester en ouditeur geregistreer is, gevoudie: Met dien verstande dat indien die inkomste nie R30 000 per jaar oorskry nie die ouditering deur 'n beaampte in diens van die Departement deur die Uitvoerende Direkteur aangewys, gedoen kan word.

(4) Die raad moet na ontvangs van die verslag van die ouditeur of beaampte, na gelang van die geval, daardie verslag later nie as by die tweede daaropvolgende vergadering van die raad orweeg en besluit watter regstelende stappe gedoen moet word indien enige onbevredigende aangeleenthede of onreëlmagtigheid uit die verslag blyk.

(5) Binne twee maande na die datum van die vergadering in subparagraaf (4) bedoel, lê die voorstitter van die raad 'n afskrift van die notule van daardie vergadering waarin die kommentaar van die raad aangaande die verslag vervat is en aangeding word watter stappe gedoen is of beoog word in verband met alle onbevredigende aangeleenthede of onreëlmagtigheid wat uit die verslag blyk, aan die Uitvoerende Direkteur voor, wat die verdere stappe kan doen wat hy nodig ag.

(2) All expenses as determined from time to time by the Executive Director, in respect of the operation of a school, including the matters referred to in subparagraphs (1) (b) and (1) (c), shall be defrayed from the operating account.

(3) The council shall annually on or before 31 October draw up a specified estimate of anticipated income and expenditure of the operating account for the coming financial year, and shall submit it to the Executive Director for approval.

(4) No expenditure for which no provision has been made in the estimates shall be incurred without the prior approval of the council.

(5) All payments excluding petty cash payments, shall be made by cheque, signed by two persons authorized thereto by the council.

(6) The bank account of the operating account may not be overdrawn.

(7) A cheque for an amount determined by the council, may from time to time be drawn for petty cash from which casual petty expenses shall be paid.

(8) All expenditure shall be substantiated by invoices or certified claims, and shall be recorded without delay.

**Accounting**

5. (1) A person designated in writing by the council shall be responsible for the general control of all accounting matters relating to the operating account, as well as for—

(a) the keeping of books of account, records and statements in which particulars of all receipts and expenditure shall be recorded; and

(b) the safe custody of all books of account, records, statements, vouchers and other documents relating thereto.

(2) The books of account, records and statements shall be kept in such a way that the revenue and expenditure in regard to the matters referred to in paragraph 1 (c), are reflected separately so that they can be distinguished from other revenue and expenditure.

(3) The books of account, records and statements of the operating account shall annually be audited by a person registered as an accountant and auditor in terms of the Public Accountants’ and Auditors’ Act, 1951 (Act No. 51 of 1951): Provided that if the income does not exceed R30 000 per year, the auditing may be performed by an officer in the service of the Department, designated by the Executive Director.

(4) The council shall after receipt of the report of the auditor or officer, as the case may be, consider that report not later than at the second succeeding meeting of the council, and decide what corrective steps are to be taken should the report reveal any unsatisfactory matter or irregularity.

(5) Within two months after the date of the meeting referred to in subparagraph (4), the chairman of the council shall submit a copy of the minutes of that meeting containing the comments of the council in regard to the report and indicating what steps were taken or are to be taken in connection with all unsatisfactory matters or irregularities revealed by the report, to the Executive Director, who may take such further steps as he may deem necessary.
(6) Die raad moet so spoedig moontlik na die datum van die vergadering in subparagraaf (4) bedoe, af- skrifte van die gouduiteerde state en die verslag van die ouditeur of beamine, na gelang van die geval, aan die Ouditeur-generaal stuur wat enige verdere inligting wat hy benodig kan aanvra en enige verdere onder- soek wat hy nodig ag kan ondernem.

(7) Plicht anders as die uitvoering van 'n ouditeur kan slegs deur die ouditeur uitgevoer word met die vooraf- goedkeuring van die raad en besonderhede van sodae- nieke plicht wat uitgevoer is, moet in die verslag van die ouditeur vervat word.

**Prosedere in verband met verliese**

6. (1) Behou dens die bepalings van paragraaf 3 (8) word enige verliese van geld of ander bates van die bedryfsrekening onmiddellik deur die persoon in para- graaf 3 (10) bedoe gerapporteer aan—

(a) die raad, tensy die verlies deur die persoon wat daarvoor verantwoordelik is, aangesuiwer is; en

(b) die naaste polisiekwartier indien hy van mening is dat 'n strafregtelike oortreding begaan is.

(2) Na ontvang van die rapport in subparagraaf (1) (a) bedoe, doen die raad die stappe wat hy nodig ag om die verlies te verhaal en verliese wat nie verhaal kan word nie, word deur die bedryfsrekening gedra.

**Sluiting van skool**

7. Wanneer 'n skool gesluit word moet enige kredietbalans in die bedryfsrekening, in die inkomste- rekening: Volksraad inbetaal word.

**Funksies te vervul deur 'n ander liggaam**

8. Ondanks die bepalings van hierdie voorskrifte kan die Uitvoerende Direkteur 'n skoolraads- of departe- mentele kantoor magtig om die funksies te vervul wat 'n raad ingevoeg de bepalings van hierdie voorskrifte vervug.

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**DEPARTEMENT VAN ONDERWYS EN KULTUUR**

No. R. 1654 19 Junie 1992

REGULASIES BETREF ENDE DE KOLLEGERADE EN SENATE

**VERBETERINGSEKENNISGEWING**

Goewermentskennisgewing No. R. 1407 van 29 Mei 1992 word hierby verbeter deur in regulasie 6 (1) (g) van die Bylae die woord "universiteit" deur die woord "provinces" te vervang.

(19 Junie 1992)

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**DEPARTEMENT VAN FINANSIES**

No. R. 1643 19 Junie 1992

DOEANE- EN AKSYNSWET, 1964

WYSIGING VAN BYLAE No. 1 (No. 1/1/482)

Kragtens artikel 48 van die Bylae- en Aksynswet, 1964, word Deel 1 van Bylae No. 1 by genoemde Wet hiermee gewysig in die mate in die Bylae hiervan aangetoon.

J. A. VAN WYK,

Adjunkminister van Finansies.

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(6) The council shall, as soon as possible after the date of the meeting referred to in subparagraph (4), send copies of the audited statements and the report of the auditor or officer, as the case may be, to the Auditor-General, who may request any further information he may require and undertake any further investigation he may deem necessary.

(7) Duties other than the execution of an audit may only be performed by the auditor with the prior approval of the council, and details of such duties performed, shall be included in the report of the auditor.

**Procedure in connection with losses**

6. (1) Subject to the provisions of paragraph 3 (8) and any losses of money or other assets of the operating account shall be reported immediately by the person referred to in paragraph 3 (10) to—

(a) the council, unless the loss has been made good by the person responsible therefore; and

(b) the nearest police station, if he is of the opinion that a criminal offence has been committed.

(2) After receipt of the report referred to in subparagraph (1) (a), the council shall take such steps as it may deem necessary to recover the loss, and losses not recovered shall be borne by the operating account.

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**DEPARTMENT OF EDUCATION AND CULTURE**

No. R. 1654 19 June 1992

REGULATIONS RELATING TO COLLEGE COUNCILS AND SENATES

CORRECTION NOTICE

Government Notice No. R. 1407 of 29 May 1992, is hereby corrected by the substitution for the word "universiteit” in the Afrikaans text of regulation 6 (1) (g) of the Schedule, of the word "provinces”.

(19 June 1992)

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**DEPARTMENT OF FINANCE**

No. R. 1643 19 June 1992

CUSTOMS AND EXCISE ACT, 1964

AMENDMENT OF SCHEDULE No.1 (No. 1/1/482)

Under section 48 of the Customs and Excise Act, 1964, Part 1 of Schedule No. 1 to the said Act is hereby amended to the extent set out in the Schedule hereto.

J. A. VAN WYK,

Deputy Minister of Finance.
R56m damage to schools

Political Staff

Damage of more than R56 million had been caused to black schools outside the homelands over the past five years, the Minister of Education and Training, Mr Sam de Beer, revealed yesterday.

Replying in Parliament to Dr Francois Pauw (CP indirectly elected), he said that R9 649 898 of this damage was caused last year.

Mr De Beer said that in 1987 damage amounting to R11m was caused to school buildings and equipment at schools under the control of his department.

In 1988, R20.1m damage was caused, R3.5m in 1989 and R12.2m in 1990.
Positive signs in education - Anglo boss

There were some positive developments taking place in education which represent a significant redistribution of resources and opportunities for the underprivileged, says Anglo American chairman Mr Julian Ogilvie-Thompson.

Ogilvie-Thompson was speaking at the opening of the media centre at Promat College, east of Pretoria, yesterday.

"The era of racially-based schooling is now behind us as a result of a free and conscious decision by black and white parents," he said.

Ogilvie-Thompson added this had been accompanied by a willingness by parents to assume a greater financial responsibility for their children's schooling.

He warned there would be increasing demand on already overstrained resources and cited Promat as an important success story in education.

Promat, he said, had shown a commitment to high education standards, underpinned by values such as individual initiative, self-discipline and professionalism. This had been done without a lavish budget.

The Promat project near Pretoria includes a matric college, a teacher training facility, a correspondence college for distance education, and a science project to stimulate mathematical and scientific skills. - Sapa.
These aren’t all the alternatives

McGregor’s EDUCATION
ALTERNATIVES edited by Roban and Ar Devon
McGregor (Juta, R49.95)

THIS book attempts to provide an overview of the various aspects of South Africa’s education system and how they have to be transformed. Each of its 20 essays highlights the failings of the present education system and goes on to say why its particular field or aspect of education should receive priority in the “new” South Africa.

One of the continuous themes through each of the diverse chapters is devolution of power to the schools, democratisation and reducing the power of bureaucrats.

Each of the contributors has a different ideological agenda, as can be imagined from contributors as varying as the Congress of South African Trade Unions and Bobby Godsell, the African National Congress and free-marketeer Frank Vorkies.

While this book provides a much needed overview of the prospects facing South African education, it also has a number of limitations. A major one is the almost religious fervour with which free market principles are advocated to the disadvantage of other options. While this is not totally unexpected in a book coming from the McGregor who publishes Who Owns Whom?, it is disappointing in a work that goes to the trouble of including contributions by the ANC and Cosatu.

There are also many alternatives that are not even mentioned in this work. For instance, how can syllabi be changed to be made more acceptable? And how can students participate more actively in their own education?

Richard Bartlett
‘W(h)ither the Curriculum’ focus

By ERIC NAKI, East London

THE undemocratic manner in which the government introduced Model C status to white schools will feature prominently at the 104th conference of the White South African Teachers’ Association (Wasa), starting in East London today.

The estimated 250 delegates are also expected to focus on retrenchments resulting from the closure of a number of schools under the Department of National Education, a Wasa statement said.

Some branches have indicated that a strong resolution may be taken on the matter. For instance, Wasa’s Cape Town branch has condemned retrenchments while the country is short of qualified teachers.

The issue of retrenchments will also feature prominently in panel discussions on Wasa’s relationships with the Teachers’ Federal Council, the National Professional Teachers’ Union and the predominantly black South African Democratic Teachers’ Union.

The conference, entitled “W(h)ither the Curriculum”, will also examine Aids education, working conditions for teachers, a language medium, outdoor education and strategies to cope with pupil-teacher ratios.

The conference is to be addressed by Professor David Fraer, dean of education at the University of the Witwatersrand, who intends discussing various curriculum models that have been proposed for South Africa. — elnews
Updated list of those available to SA students

African Bursary Fund
SACC, Box 4921, Johannesburg, 2000.
Who can apply: All students mainly from rural areas
Closing date: August 31

Aggrey Bursary Fund
Hon Secretary Bursaries Fund, Box 1032, Pretoria, 0001.
Who can apply: All communicant members of the Anglican Diocese of Pretoria
Closing date: Jan - April 1, 1992
Bursaries offered 2nd semester of current year June/Dec 92.
For 1993 Jan - April 1 Bursaries offered 2nd semester of current year June/Dec 93.

Atteridgeville City
Council Bursary Fund
PO Box 90, Atteridgeville, 0088
Who can apply: Only residents of Atteridgeville on financial need and merit. Pupils to direct bursary applications to their schools through their principal. Only tenable in Atteridgeville/Saulsville
Closing date: October 31, 1992

Cape Teacher’s Professional Association Education Trust Fund
Private Bag X12, Kasselvlei, 7533
Who can apply: All applicants without State Bursaries. Criteria need and merit.
Closing date: February 15, 1993

Catholic Education Aid Programme (CEAP)
37a Somerset Road, Cape Town, 8001
Who can apply: Only for students whose permanent home is in the Western Cape, or who enrol at an educational institution in the Western Cape. Open to students of all religions. Criteria are need, academic promise and involvement in community life.
Closing date: October 31, 1992

Eccumenical Bursary Fund
Eccumenical Centre, 20

The latest, updated edition of the EIC Bursary Register of the Education Information Centre has just been published by Don Nelson. Here are some of the bursaries for Standards Nine and Ten pupils.

St Andrew St, Durban
Who can apply: All residents of Natal from disadvantaged backgrounds
Closing date: 31 October

Evangelical Lutheran Church
Loans and Scholarship committee, Private Bag X2084, Mapumulo 4470
Who can apply: Lutheran students belonging to the ELCSA-SED.
Bursars to refund 1/3 of total amount used upon completion of study.
Closing date: 30 September

Harry Adams Bursary Fund
PO Box 1287, Pretoria 0001
Applications obtainable from high school principals who in turn will submit to Rotary Club of Pretoria
Who can apply: All promising scholars who are needy, attending schools in the Pretoria district only. Must attain above average marks
Closing date: 31 January 1993

Homeland Bursaries
Department of Education, Secretory, P/Bag X817, Witteboek 9670
Who can apply: Blacks coming from urban areas, but at school in homeland.
Closing date: 31 October 1992

LEAF Senior Colleges
The Registrar, PO Box 328239, Braamfontein 2017
Who can apply: All students. For Std 9 only. JMB matriculation certificate. Admission at LEAF colleges is by entrance exami- nation. Details of dates and venues from registrar. Student must attend LEAF-college.
Bursary based on merit only.
Closing date: 30 September

National Catholic Bursary and Scholarship Fund
PO Box 47489, Greyville 4023
Who can apply: All students who belong to the Catholic Church and live in the Durban Archdiocese.
Closing date: 31 January 1993

SA Institute of Race Relations (SIRR)
Bursary Dept, Box 32597, 2017 Braamfontein
Who can apply: Black, coloured and Indian residents of SA and independent black states, formerly part of the Republic. Applicant must satisfy company’s criteria as seen in financial need and academic merit.
Closing date: 31 October

Studltrust
PO Box 29192, 2109 Melville
Who can apply: Students from anywhere in SA. Awarded for achievement in need.
Closing date: 15 September

Transkei Education Department Merit Bursaries
Department of Education, Private Bag X5033, Umtata, Transkei.
Who can apply: Transkei citizen doing matric at St John’s College, Umtata, with Maths and Physical Science for Matric.
Trust for Christian Education Outreach and Education (TCEO)
Who can apply: All students. Criteria are need and involvement in community life.
Apply to regional office.
Regional Co-ordinator, Community Care Centre, Box 497.
Closing date: 31 October
Boys will be boys, but girls need much more

By PORTIA MAURICE

GENDER inequality in South

African classrooms needs to be chal-

lenged by more extensive research,
says senior University of South

Africa (Unisa) education lecturer

Dr Eleanor Lemmer.

Postgraduate research would

hopefully be stimulated by the intro-
duction this year by Unisa’s

Department of Comparative Edu-
cation and Educational Manage-

ment of a compulsory theme on gen-
der issues in international perspec-
tive as part of its BEd (Honours)
course.

Delivering yesterday’s high noon

lecture at the campus’ Centre for

Women’s Studies, Lemmer said the

schooling of South African women

reflected the worldwide trends of

discrimination and neglect — with

the added constraints of racial

inequality.

Although the number of girls

attending school had increased dra-
matically in the 1970s and 1980s,

their dropout rate remained higher

than among boys.

Increased access to education had

put more women in the workplace,

albeit often in traditionally feminine

jobs, but it had not provided income

equality.

Among the issues which Lem-

mer said needed urgent attention

were the attitudes and modes of

behaviour in the classroom, which

could either hurl scholars into sub-

mission or nurture their natural tal-

ents.

The “hidden curriculum” —

those things other than academic

skills which scholars learn —

remained gender-differentiated, she

said. “Masculine toys are varied,

complex, active and social. They

encourage spatial, mathematical

and scientific skills. Feminine toys

are more passive and solitary.”

Power relations within schools

strengthened perceptions that men

teach and men control, she added.

In virtually all Western countries,

the majority of teachers are female

whereas most school managers,

who control the policy and decision-
making apparatus, are male.

Lemmer also blamed teachers for

cultivating different self-images for

boys and girls. “Teachers generally

consider girls to be appreciative,

calm, co-operative and sensitive, but

less independent, creative and

autonomous than boys.”

“Theyir expectations of boys are

more varied and challenging. They

believe them to be more logical and

quicker to grasp concepts. Girls, on

the other hand, are encouraged to

be more precise and neat.

“Boys are regarded as naughty

but essentially intelligent, and are

given more attention in the form of

rewards or punishment. Their fail-

ures are seen as the result of a lack

of effort, rather than a lack of skill.

“Girls, on the other hand, are

more often rewarded for confor-
mising behaviour than for ability.”
Library Muddle

Jean LeMay

April 27/92

Another statistic in the report points to the fact that the library's projected costs for the year 2020 are $8.5 million, up from $7.5 million in 1990. The library budget for this year is $9.2 million.

The city's library service is a core component of the city's quality of life. However, the library's budget for this year is $9.2 million, up from $7.5 million in 1990. The library budget for this year is $9.2 million.

It is good to see that the city is committed to providing a quality library service, but there are still some concerns.

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It is good to see that the city is committed to providing a quality library service, but there are still some concerns.
Study in Egypt or the USA

Sowetan 30/6/92

THIRTY-FIVE scholarships for study at Harvard University in the United States and at medical schools in Egypt, North Africa, are in the offing.

The Educational Opportunities Council has 25 scholarships for study at medical schools in Egypt.

This is part of an agreement between the Egyptian government and the United Nations Education and Training Programme for South Africa.

To qualify for the scholarships people should have passed matric with good passes in mathematics, biology and chemistry.

They must be prepared to start their studies in September this year. As time is of the essence, those interested should telephone Hosia Mohlabe at (011) 833-1510 today.

The South African Institute of Race Relations has places for eight people for a year’s study in business management, public policy and administration, education and labour relations.

The eight will study at Harvard University for a year. The institute will pay all costs for the applicant, but does not have funds for family support.

Those interested should be aged between 30 and 40. People who have just completed junior degrees or are completing their degrees are not necessarily selected. However, this does not apply if applicants did these degrees, or are doing them to improve their skills in the jobs they hold.

Those interested should write to the Harvard/South Africa Fellowship Programme, South African Institute of Race Relations, PO Box 32597, Braamfontein 2017 or phone (011) 403-3600.
Visiting experts to help improve literacy

By TSHIDI THINANE

RENEWED international educators Marion Welchman and Roger Saunders are to launch a literacy trust in South Africa this month.

The Marion Welchman Dylexia, Literacy and Education Upliftment Trust has been registered by reading expert and principal of the Rebecca Oostwijk School of Reading in Germiston, Edna Freinkel.

She said figures showed that in any country with over 40 percent illiteracy, little growth can be expected.

“We are fast approaching this desperate situation in South Africa with half the adult black population and another nine million fractionally illiterate. The trust is an attempt to reverse this trend,” said Freinkel.

Welchman and Saunders will be touring SA and addressing education professionals and members of the public.

“The formation of the trust - whereby those in need can improve their education status in spite of financial stringencies is vital for all in the new SA,” Freinkel said.
**Tips for Bursaries**

Last minute is not easy. But what will happen after you matriculate thought?

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**EDUCATION AND BURSARIES**

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**How to Enhance Your Chance**

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**Though you might find some benefits, it's easy for your course to fail after the failing of your knowledge. Study for the number of times you'll need to study for the number of tests. Study your lesson and the lesson your lesson and the lesson.**

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**Student's forms and requirements**

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User-charges among changes for libraries

Municipal Reporter

CHANGES in the pipeline for libraries include opening smaller branches on alternate days, using volunteers and user-charges.

Meanwhile, a recommendation that the loan period for books, magazines and records be extended to three weeks has been sent back to the city council amenities and health committee.

Mrs Ruth Ortliep said the extended period — at present books can be borrowed for two weeks and renewed — should be introduced as a five-month experiment at the Claremont branch once it was computerised.

Mr John Muir said too many tickets were issued and borrowers took out more material than they used. A user-charge would make people more selective about what they borrowed.

Mrs Edalle Stott said many books borrowed were not read.

Mr Peter Muller urged the speeding up of computerisation of libraries. He had visited libraries at the universities of Cape Town and Stellenbosch which made the municipal libraries “look like kindergarten”.

Acting amenities and health committee chairman Dr John Sonnenberg said it would be no undue hardship for a borrower to wait for a reserved book if the loan period was extended.

Extending the loan period would reduce the length of queues of people waiting to renew books.

It was invalid to compare academic libraries to municipal libraries — “like comparing a racehorse to a curthorse”, Dr Sonnenberg said.

In a separate item, councillors voted to let Maitland and Brooklyn libraries open on alternate days only.

A city administrator’s report said that apart from a recent vote of R165 000 to unfreeze posts, other measures were in line with the pipeline for libraries. These included small libraries opening on certain days only, using volunteers and user-charges.

The Library and Information Workers’ Organisation has come out strongly against the proposed introduction of user fees for libraries.

It said it opposed treating the information given by libraries as a commodity. Public libraries were a community resource and access should not be restricted by charging user fees.
SADF to occupy empty white school

Despite pleas from a black community for an empty white school to be retained for educational purposes, the army will take over the premises, reports PORTIA MAURICE.

THE municipality of a western Transvaal town has given its go-ahead to the handing over of a defunct school for white children to the South African Defence Force, despite pleas from a community-based organisation that it be maintained for education purposes.

In a recent issue of the Rustenburg Herald, the local city council recommends that Werda School — a “special school” for court-committed pupils, which closed at the end of last year — be made available as a base to the army’s Group 19 headquarters.

Yet there are no schools at Boitekong, a new site-and-service housing development at Paardekraal, about 10km from the Werda facility.

Talent, a community-based grouping, has asked that the white Department of Education and Culture hand the school to the Department of Education and Training so that it can be converted to a multi-functional education centre.

A decision about the future of the school appears to be stuck between different arms of the bureaucracy. Government policy is that schools which fall into disuse (most of which are white because of dwindling enrolments) should first be offered to other ethnically based education departments. The Department of Local Government, Housing and Works handles the transaction.

Rustenburg municipality official Willie van Zyl said the SADF had “asked us to support them”, and that he was aware neither of any other tenders nor that the school should be maintained for schooling as a first option. He said plans for the new housing settlement — “which could take up to 200,000 people” — included a school, but could not say who would be responsible for erecting the building. Residents are expected to move to Boitekong in the next month or two.

Talent spokesman Brother Finbar Murphy pointed out that constructing a new building could take at least a year, while existing resources were being wasted. His organisation wanted the school to be used as a training centre, comprehensive school, clinic and creche.

Local Government, Housing and Works spokesman Gordon Verster said Werda School had not yet been “formally offered” to anyone, but confirmed that the SADF had applied for its use.

He said his department was waiting for the white education department to remove its equipment, and could not say when the school would be allocated.

The South African Police is also said to have applied to use the school, but this could not be confirmed at the time of going to press.
THERE was going to be less state involvement in education and increased responsibilities for parents, pupils and the community, National Education Minister Piet Marais said in Pretoria on Tuesday. Addressing a seminar of the Suid-Afrikaanse Vroue federasie, Marais said government was spending a high percentage of the country's total budget on education — R1 out of R5 — and it would be difficult to increase this.

He said: "Within the current economic parameters, the state could not afford to extend the policy (currently applicable to white pupils) to all pupils.”
Focus on achieving a united education system - Sonat

...
‘SA English’ is proposed as official language

ENGLISH is alive in South Africa, but it is not well. To thrive it will have to divorce itself from “standard British English” and accept an injection of local culture.

While there is no risk of a pidgin English gaining ground in South Africa, teachers of English will have to learn to accept that an ability to communicate well in “South African English” is as important as the need for strictly correct grammar.

These are among the conclusions drawn this week at a conference — “How do we ensure access to English in a post-apartheid South Africa” — hosted by the English Academy of Southern Africa and organised by the education department of the University of Cape Town.

The three-day conference was attended by many of South Africa’s top educationists, language academics, poets and writers, as well as by delegates from the US, Britain and Canada.

Speakers criticised the academy for its submission to the idea that English should be the main official language of South Africa and that the official standard of English be standard British English.

They argued that English should be promoted as a “bridging” language to “link” people who spoke other mother-tongue languages.

Professor Peter Titlestad of the University of Pretoria, a member of the academy executive, said the proposal would be “reworded”.

Nurture

In his address, Dr Neville Alexander, director of the National Language Project and chairman of the Workers’ Organisation for Socialist Action, called for the disbandment of the English Academy, with its “colonial” heritage, the recently founded Stigting vir Afrikans (Foundation for Afrikaans) and other “language boards”.

He said that a new national institute of South African languages should be set up in their place to nurture the use of all the languages spoken in South Africa.

Dr Alexander argued that English should be adopted as South Africa’s _lingua franca_. The language’s “international significance made it a ‘key to power’, he said.

Developed

The use of all other languages spoken in South Africa, however, should be encouraged and developed. He warned that all South Africans would have to learn to speak at least one regional African language to be able to communicate with civil servants who, in a future South Africa, might not be fluent in English.

In an interview after the conference, Professor Elwyn Jenkins, president of the 8 000-member academy, founded in 1961, said the academy would “consider” the proposal to disband at its annual meeting in Johannesburg in September.

In his opening address, Professor Manganyi, vice-chancellor of the University of the North, questioned the value of teaching standard British English and why black students should be forced to study poems such as _Daffodils_ by William Wordsworth when there was a rich tradition of local writing, particularly by black authors, which had more local relevance.
Leave education alone - Ndebele

SOUTH Africans have learnt the hard way that no political struggle, no matter how important, should be waged at the expense of the education of the children.

Whatever mass actions are being planned, the education of our children should continue. This was the message delivered by Professor Njabulo Ndebele during the official opening and unveiling of a plaque at the newly built Duduza Resource Centre.

The centre, built at a cost of R3-million is the brainchild of Kennedy Skosana and a milestone in the history of the township.

The centre will focus on teacher development; activities complementary to pre-school, secondary and post-school education; job creation and literacy development.

Reports by CP Reporters, Sapa
Book loans extended

Municipal Reporter

THE loan period for library books and records has been extended to three weeks for a trial period of five months.

The city council amenities and health committee yesterday asked the city librarian to report back at the end of the experiment.

A report said that extending the loan period would cut requests for renewals, shorten queues and cut down the number of people who had to pay fines.
ELIOT P. GINGRICH REPORTS

Education Problem: Television could eliminate student overload.

TV could be answer to schools problem.
TV shot in arm for education

Television could solve the problems of overcrowding and the need for students to travel long distances, reports HELEN GRANGE.

TELEVISION may be the key to solving one of the largest problems in South African education: too many pupils and too few teachers.

The University of Pretoria (UP), a pioneer of the television approach, is researching what is known as "electronic distance education", involving live transmission of lectures or educational material to students outside the lecture theatre.

The UP has launched several test projects involving various lecturers and students to test the new teaching method.

A number of lectures have been transmitted from the main campus to postgraduate students in loci at their place of employment.

Later this year, lectures will be transmitted from the main campus to the Witbank campus (a distance of 100 km) — and a test project will be conducted in the Eastern area, where the technology may be used for further training of teachers.

Satellite communication systems which may provide national and international coverage are also being investigated.

The system works by means of video cameras, audio equipment, video mixing and processing equipment, set up in an existing lecture hall.

The video image is transmitted by microwave dish, optical fibres or by landline from one lecture hall to the loci, where it may be viewed on a large video screen or monitor.

One lecturer will therefore be able to teach a large number of students in various loci without disrupting the normal teaching process.

The UP facility makes feedback from loci to the lecturer possible with the aid of an ordinary telephone and an audio system attached to it.

Students can therefore not only see and hear what the lecturer and students in the actual lecture hall are doing and saying, but may also speak to the lecturer directly.

The teaching method, if economically feasible, could open many doors for those disadvantaged by distance.

Bringing programmes which develop academic expertise and skills of pupils so that they can gain entrance to a tertiary institution may also be preceded.

Even domestic television sets can receive the lectures if a small electronic addition is made to TV sets.

Graphic by Liz Warder
Profitability with responsibility

JCI manages the world's largest producer of platinum and also has major interests in gold, diamonds, chrome, coal, base metals, property, and a variety of consumer industries. The company is constantly looking for profitable expansion of its business, based on its core expertise in mining and metallurgy.

As a large corporation, JCI has a role to play in securing South Africa's transition to a prosperous democracy based on socially responsible free enterprise. Accordingly, the company supports numerous development initiatives, especially in education and training, as it is a founder of the Joint Education Trust, which is working to upgrade schools in operational areas and we are involved in a variety of innovative and needy projects in many parts of the country.

Johannesburg Consolidated Investment Company, Limited
Financing Education

Special focus on the rands and cents of schooling
Twelve-page section
July 10 to 16 1992

Playing the numbers game

Solving the education budget problem seems easy at a quick glance: spend less on the military, cut down the bloated bureaucracy... Alas, none of these quick-fixes stands up to close scrutiny.

By PORTIA MAURICE

But the numbers game with schooling can be a disheartening exercise. Juggling figures to equalise huge discrepancies produces no quick-fixes. Warning signals have been sounding for some time that the constraints of limited resources may inhibit fundamental change.

The argument for bringing the golfposts closer goes something like this:

South Africa has an average economy, ranking alongside such countries as Malaysia, Brazil, Portugal and Mexico. A high economic growth rate is unlikely in the short- to medium-term. In fact, it has been less than two percent annually since 1981 and per capita income has declined by up to one percent.

Two major milk cows have been identified: the bloated defence budget and the wasteful bureaucracy required to administer 14 ethnic education departments.

But, the Urban Foundation's Jane Hofmeyr and Anne McLellan in a paper entitled "How to Equalise", cutting the defence budget will not give much leeway for education. And the amounts saved through dismantling the bureaucracy are unlikely to solve our equalising problems. It has even been argued that more officials will be needed to administer a more democratic, accountable system.

A new government is unlikely to make more money available for education, as it competes with pressing bread-and-butter demands for improved health, housing and social welfare. As it is, government education spending (including bonuses) comprised 23.6 percent of the budget in 1990, or about 7.1 percent of the gross national product (GNP) — high by international standards.

However, the inequities are vast — by race, region, gender and class. Blank statistics often appear to paint glibly over the palpable effects of deprivation on children's daily lives. They are only indicators to the extent of the problem.

In 1990 and 1990 respectively, there were 31 white university students compared with only three Africans per thousand head of population. And Africans constituted only 20.1 percent of the enrollment at technikons.

For every $110 the state saves to a black pupil, it gave $45 to a white pupil.

To every $100 the state saves to a black pupil, it gave $45 to a white pupil.

S for now, what will it mean to provide good quality basic education for all South Africa's children?

Discarding racial labels, Donaldson estimates that spending per high school student — using a seven years primary and five years secondary model — could amount to R1 410 in a low growth economy, R1 710 if growth is medium strength, and R2 070 if growth rates are high. For white students, this would mean a drop in spending of between 30 and 66 percent.

Continued on PAGE 26

"Upon the education of the people of this country, the fate of this country depends."

Benjamin Disraeli 1804-1881

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At Southern Life, we may not be able to predict the future, but we can help you manage it better. Because we're prepared for tomorrow—with products and services geared for every change it brings.
Rates could sink the 'Cs'

FEES at Model C schools may soar from next year if government does not exempt them from paying property rates.

These schools, already under immense pressure to cope financially, have been let off the hook for this financial year. But, in tandem with their newly privatised status, Model C schools, like any business, may be liable for municipal rates from next year. For some schools on prime land, such as Pretoria Boys High, payment could amount to as much as R1-million a year.

A decision is awaited from cabinet level on the issue. Education and Culture spokesman Eddie Brown said his department was "negotiating with the relevant parties to resolve future rates payments."

Independent schools in Natal are also liable to pay rates from this month following an amendment to a provincial ordinance, according to Independent Schools Council spokesman Mark Henning.
Resources are there - but hard to find

By PORTIA MAURICE

There are more resources available to restructure schooling than meets the eye, and we should not allow conventional wisdom to restrain the boundaries of possibility.

This idealism was expressed to The Weekly Mail this week by African National Congress education head Dr. John Samuel, responding to a query about how South Africa could move towards equity.

Samuel says many options are still to be explored for funding education. Among these are local taxation—"not a cent of which goes to schooling at present"; where most fat could be trimmed off the education budget and how much international assistance we can get "without tying ourselves up into huge loans".

Equity — a fair chance for everyone — can only be achieved through growth, and it is possible that in the first five to six years of a new dispensation certain education sectors may be "shortchanged".

However, the ANC — should it come to power — has committed itself to 10 years’ free and compulsory schooling for all. The "best resources", in the form of teachers’ support, supplementary material and so on, should go to the first three years of early childhood development from age five. Primary school will ideally be completed at age 11, after which there will be two years of junior secondary and three years of senior secondary.

Equality should be possible within a school cycle of about 10 years, Samuel says.

Flexible, innovative and "quite unique" institutions will need to be designed to meet the special needs of millions of unemployed youth who cannot re-enter formal schooling.

Tertiary education funding is unlikely to be further cut, he says, but the private sector will have to make a greater contribution. "If we cut subsidies further there is a danger of undermining a very important educational sector."

Semi-privatised schooling — like the current Model C and independent sector — is likely to co-exist with a fully-subsidised state sector to redress imbalances. "It has been a clear indecency that national resources have for so long been handed over to a white minority," Samuel says angrily of the huge disparities in education spending. The ANC is likely to maintain the principle that those who can afford to pay should do so, but the balancing principle of state responsibility to provide education for all was equally important.

Affirmative action will be needed to improve quality in township schools.

For a full list of bursaries, turn to PAGES 32 & 33
Insights into Tomorrow: Re-lands and Centers of Schooling
SACP to Revive Night Schools

The South African Communist Party (SACP) is gearing up for a major offensive to revive night schools.

"Night schools" were not intended to be ordinary schools. They were created as an alternative to the traditional education system for people who were unable to access formal education. The SACP, in its struggle against apartheid, saw night schools as a way of providing education to the masses.

Today, night schools have a new significance. With the growing inequality in the education system, night schools offer an alternative to traditional schools. The SACP is determined to revive night schools and make them a force for social change.

Moreover, the SACP is also pushing for the establishment of night schools in areas where they are currently non-existent. The party believes that night schools are essential in bridging the gap between the rich and the poor.

In conclusion, the SACP's commitment to revive night schools is a testament to its dedication to providing education to all, regardless of their socio-economic status. The party is calling on all South Africans to join in this struggle and support the revival of night schools.
The parent is faced with the decision to put their child in traditional school, homeschool, or online education. Different options have various benefits and drawbacks, and the choice ultimately depends on the specific needs and circumstances of each family. It's important to carefully consider factors such as academic performance, social interaction, and flexibility before making a decision. Ultimately, the goal is to provide a safe and nurturing environment for the child to thrive.
STANGEN has developed an insurance policy, the Alma Matter, for Model C schools, of which governing bodies become responsible from next month.

The bodies will be made up mainly of parents with little experience of insurance and risk management. Stangen has set up a risk management advisory service to help them.

The insurance company has produced an ABC of school risk management. It highlights what the State covers and what the governing bodies' liabilities might be.

Risks to assets and liabilities for claims of negligence, personal injury, pupil safety and political vulnerability are explained. Special governing bodies' legal liability cover is also offered.
ANC starts voter education programme for supporters

THE ANC has embarked on a "mass voter education programme" and will establish regional "election commissions" ahead of elections for a constituent assembly.

ANC election planning committee head Popo Molefe said in an interview yesterday about 4 000 ANC supporters had been trained in "basic voter education" and would be training others.

The US-based National Democratic Institute for International Affairs and local training groups were helping the ANC with the "technical aspects", he said.

Molefe said the high-powered election planning committee included representatives of ANC president Nelson Mandela's office and involved at least eight other ANC departments.

He criticised government for going ahead with election preparations without waiting for Colesa to resume. He said government planned to "spring" an election on the ANC.

He said issues such as identification and the registration of those with prison records for political offences were yet to be discussed.

Responding to reports government was already preparing ballot boxes and polling booths, Molefe accused it of taking "unilateral decisions on matters that are not partisan".

Molefe said the ANC would have difficulty accepting an election organised unilaterally by government as free and fair.

"The government is determined to continue acting as the referee and the player in this whole business."

Home Affairs spokesman Thomas Dreyer said although elections were "obviously closely linked to the current negotiations" his department was responsible for getting ready "to conduct an election within a reasonable period of time".

He said planning only entailed the manufacture of polling booths and ballot boxes at this stage.

Civics to discuss bond boycott with lenders

THE Civics Association of the Southern Transvaal (CAST) has agreed to meet representatives of the Association of Mortgage Lenders to discuss the impending national bond repayment boycott.

CAST general secretary Dan Motokeng said the meeting next week would probably include representatives from the SA National Civic Organisation (Sanco), which called for the boycott earlier this month.

Whether there would be a bond boycott from August 1 would depend on the attitude of the financial institutions, he said.

Motokeng indicated CAST would request a commitment from the association to put pressure on the government with regard to an interim political dispensation.

Sanco would also request greater participation in the regulation of financial institutions' lending and credit policies, Motokeng said.
R5m to boost local education

SANLAM is to donate over R5m for education and training next year. Sanlam public affairs manager Leon Koen said R5m would be made available for educational projects from pre-school to tertiary levels and for upgrading teachers' qualifications, while over R2m would be used for bursaries at universities and technikons in SA and Namibia.
‘Cultural rethink’ for Afrikaners

Political Correspondent

AFRIKANERS would have to rethink the relationship between the state and culture in the new South Africa, the Minister of Education and Culture in the House of Assembly, Mr Piet Marais, said last night.

Opening the congress of the Federasie van Afrikaanse Kultuurover- enigings at the Belville Civic Centre, he said that in the past the South African state had often reflected and in effect protected Afrikaner culture.

But in order to meet the demands of democratisation in a multicultural society, it was essential that the state not merely represent the interests of a limited national or cultural group.
RAADSKENNGISGEWING 186 VAN 1992
STADSRAAD VAN BRITS
WYSIGING VAN STANDAARD BIBLIOTEK-
VERORDENINGE

Daar word hierby ingevolge die bepalings van artikel 96 van die Ordonnansie op Plaaslike Bestuur, No. 17 van 1939, bekendgemaak dat die Raad van voormens is om die Standaard Biblioteekverordeninge te wysig.

Die algemene strekking van die wysiging is om die gebruik van biblioteekgeriewe tot slegs lede van die biblioteek te beperk en die verordening te hernommer.

Afskrifte van genoemde besluit en besonderhede van die wysiging lê ter insae by die kantoor van die Stadssekretaris, Kamer 212, Stadskantoor, Brits, vir ’n tydperk van 14 dae met ingang van datum van publicasie hiervan in die Staatskoerant.

Enige persoon wat beswaar teen die genoemde wysiging wens aan te teken, moet dit skriftelik binne 14 dae na datum van publicasie van hierdie kennisgewing in die Staatskoerant by ondergetekende doen.

A. J. BRINK,
Stadsklerk.
Stadskantoor
Van Veldenstraat
BRITS
0250.
(Kennisgewing No. 66/1992)
(17 Julie 1992)

RAADSKENNGISGEWING 187 VAN 1992
STADSRAAD VAN PIET RETIEF

PERMANENTE SLUITING VAN UITSPANSERWI-
TUUT OP DIE PLAAS PIET RETIEF TOWN AND
TOWNLANDS 149 HT: DISTRIK PIET RETIEF

Ingevolge die bepalings van artikel 55 (1) (d) van die Padordonnansie, 1957 (Ordonnansie 22 van 1957), sluit die Stadsklerk permanent uitspanerwituit, groot 41,5550 ha, soos aangetoon op LG Kaart A2670/75 en geleë op die plaas Piet Retief Town and Townlands 149 HT, distrik Piet Retief.

H. J. VAN ZYL,
Stadsklerk.
Posbus 23
PIET RETIEF
2380.
(Kennisgewing No. 33/92)
(17 Julie 1992)

BOARD NOTICE 186 OF 1992
TOWN COUNCIL OF BRITS

AMENDMENT TO STANDARD LIBRARY BY-LAWS

Notice is hereby given in terms of section 96 of the Local Government Ordinance No. 17 of 1939, that the Town Council of Brits intends to amend the Standard Library By-laws.

The general purport of the amendment is to limit the use of library amenities to library members only and to renumber the by-laws.

A copy of the said resolution and particulars of the amendment is open for inspection at the office of the Town Secretary, Room 212, Town Offices, Brits, for a period of 14 days from the date of publication hereof in the Government Gazette.

Any person who wishes to object to the amendment must lodge such objection in writing with the undersigned within 14 days from date of publication hereof in the Government Gazette.

A. J. BRINK,
Town Clerk.
Town Offices
Van Velden Street
BRITS
0250.
(Notice No. 66/1992)
(17 July 1992)

BOARD NOTICE 187 OF 1992
TOWN COUNCIL OF PIET RETIEF

PERMANENT CLOSING OF OUTSPAN ON THE FARM PIET RETIEF TOWN AND TOWNLANDS 149 HT: DISTRICT OF PIET RETIEF

In terms of the provisions of section 55 (1) (d) of the Roads Ordinance, 1957 (Ordinance 22 of 1957), the Town Clerk hereby permanently closes the outspan, in extent 41,5550 ha, as shown on SG Diagram A2670/75 and situated on the farm Piet Retief Town and Townlands 149 HT, District of Piet Retief.

H. J. VAN ZYL,
Town Clerk.
P.O. Box 23
PIET RETIEF
2380.
(Notice No. 33/92)
(17 July 1992)
Michael Shalto

...
EDUCATION BRIEFS

THE mass action campaign of the African National Congress/South African Communist Party/Congress of South African Trade Unions alliance may spread to the education arena. (TJ 17-23) 17

The 38 000-strong South African Democratic Teachers' Union this week said the "time for mass action had arrived" as the government was "not lifting a finger" to resolve the serious education crisis. The union has for two years waged an unsuccessful battle for recognition with education authorities.

Meanwhile, sources within the National Education Forum say it will soon unveil a set of practical proposals for resolving the crisis.
EDUCATORS and trainers trying to change attitudes and structures that oppress women have a new handbook at their disposal.

"On Our Feet: Taking Steps to Challenge Women's Oppression" has been published by the Centre for Adult and Continuing Education (CACE) at the University of the Western Cape.

The book gives background information to gender inequality and step-by-step guidelines on how to run workshops to change attitudes and structures that oppress women.

Women work 67 percent of the world's working hours, earn less than 10 percent of the world's income and own less than one percent of the world's property.

Half the women in South Africa have been raped. These are some shocking statistics which educators can use in workshops to challenge gender bias in organisations and educational programmes.

"On Our Feet" is based on workshops run by CACE in 1990 and 1991. The workshops were part of an ongoing project on gender and popular education and explored participants'.

The handbook is illustrated with photographs of and quotes from participants.

"On Our Feet" was written by Ms Liz MacKenzie, who is developing non-formal adult education materials and co-ordinates CACE publications.
Eskom to electrify schools

ESKOM will spend nearly R2-million on the electrification of 84 schools countrywide this year, and has plans for more than 100 others to be linked to its grid before the year-end, a spokesman said yesterday.

He said the utility, which last year introduced electricity to 10 schools, had firm plans for 84 schools and was identifying 116 others for electrification before the end of the year. - Supa.
Eskom to electrify schools
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He said the utility, which last year introduced electricity to 10 schools, had firm plans for 84 schools and was identifying 116 others for electrification before the end of the year. - Sapa.

25 arrested after sit-in
TWENTY-FIVE youths were arrested yesterday after they occupied the town council's offices in Mothakeng, near Randfontein. West Rand police spokesman Maj. Henriette Bester said about 30 people had gone to the offices to demand the Government's resignation.
A charge of trespassing was laid and 25 of the protesters were arrested. They were expected to appear in the Randfontein Magistrate's Court late yesterday. - Sapa.

Giwu funeral plans
MR MICHAEL Malizo Giwu (68) of 7124 Malie Street, Orlando West, Soweto will be buried on Thursday at Avalon cemetery.
The service will be at his home at 9am and the cortège leaves at 10am.
The Hebrew language, with its complex script and unique pronunciation, is often challenging for learners. This page from a newspaper article highlights the efforts of the Hebrew learning program at the school, emphasizing the importance of mastering the language for academic and social success.

The article mentions several initiatives to support Hebrew learning:
- **Teacher Training Program**: The school has invested in teacher training to ensure instructors are well-versed in the language and pedagogical methods.
- **Technology Integration**: The use of technology in the classroom is encouraged to make learning more engaging and accessible.
- **Collaborative Learning**: The school promotes group work and collaboration among students to enhance language skills through practice and interaction.

The article also features a quote from a student, underscoring the value of Hebrew education in their personal and professional development.

**Teaching Hebrew is a Challenge, but It's Worth the Effort.**

Student testimonies highlight the benefits and challenges of learning Hebrew, reflecting the dedication of the school's community to this goal.
Tutu is reminded of oppression

Archbishop at launch of trilogy of books called "Know Africa"

By Mathatha Tsedu

Archbishop Desmond Mpho Tutu this week recalled the first time he was in a plane whose crew was all black.

"It was, he said, an incident that had become indelibly cemented in his mind, what with having grown up in South Africa, where black people were not supposed to be capable of anything technical.

"I sat there and felt proud that here were Africans really getting this big aeroplane off the ground and keeping it afloat," he said. "Then there was turbulence in the air and the plane started jerking.

Mental oppression

"And I am telling you the truth when I say I was scared and started thinking, 'will these Africans be able to control this plane. Would it not be better if there was a white man in the cockpit?'

Tutu said the incident clearly showed the mental oppression that had been almost permanently indoctrinated in black minds by white colonialism.

He said there was a greater need to get blacks to believe in themselves as a person who had no proud history can never fight for freedom and be able to keep it.

He was speaking at the launch on Monday night of the 'Know Africa' book series, published by a Nigerian writer, Chief Ralph Uwechue.

The trilogy of books, Africa Today, Makers of Modern Africa, and Africa's Whol's Wha, are the only books of their kind that have been compiled by Africans for an African audience.

Uwechue, who had travelled to South Africa for the occasion, said the motivation behind the books was to correct stereotypes that have been created by non-African writers who have presented Africa as a backward area.

This was despite the fact that Africa gave humanity writing skills, created kingdoms that ruled democratically in Monomotapa and Timbuktu, the latter also a major intellectual centre when Europeans were still living in caves.

The books are not confined to Africans in Africa but extend to black people all over the world, who are described as Africans in the diaspora.

Their achievements, including the first open heart surgery in 1893 conducted by a black American, are recorded in this immensely useful collection that is a must for schools and families that can afford. The books sell at R1 980 but are presently available at a discounted price of R1 782.

Those interested should contact the agents at tel:(011) 643 8471 or write to them at Box 1700, Johannesburg 2000.
 COVERING RISKS

With an estimated 95% of previously white schools opting for Model C status, their new governors — mainly parents — face complicated insurance decisions and will need to practise elementary risk management.

Many of the risks have been spelt out by Tempa (Transvaal English Medium Parents' Association):

☐ School assets, which will probably include non-owned assets which the school has an obligation to protect;
☐ Money, records and documents;
☐ Portable equipment and motor vehicles;
☐ Liabilities arising from potential claims for negligence;
☐ Personal injuries, to either staff or scholars; and
☐ Political risks.

As schools are handed over these will need to be insured, or self-insured through suitable reserving. The government will temporarily accept some interim responsibility for damage to school buildings due to natural causes.

Standard General Insurance, which sponsored Tempa's project, has introduced its alma mater policy, combining most of the insurances which school governing bodies may need. These include: reinstatement value cover for all assets and all perils, including burglary, accident cover for staff and scholars, cover for damage to sports fields and facilities, broad form legal liability cover and a special legal liability cover.

Few schools can afford unlimited insurance so governors will need to understand risk management principles. In many cases, this would involve:

☐ Identifying all potential risks;
☐ Deciding which are so unlikely that a suitable reserving programme can allow the school to meet its obligations; and
☐ Usually, to insure the more probable contingencies.
They got standards

Scarcely a day goes by that there isn't a letter in the paper complaining about the poor quality of English used on the SABC. I went to see the man in charge up at the SABC. His title was on the door of his office: Dr Professor Vleisbal Vogelman — Chief Langwayschiss Adviser Director (English Langwayschiss Broadcasts). He greeted me with warmth.

"You know, it aren't often that us get a chance to state the case on behalf of the corporation on this moment in time," he said cheerily.

"Do you feel that there is some validity in the numerous complaints about the lack of any noticeable standards in SABC English?" I asked.

"Pardon?"

"Why does SABC English stink?" Dr Professor Vogelman furrowed his sweeping brow. "Yes and no, but probable maybe," he said. "You see, on the moment we have a transition that is lacking. And it are not for me to say that we are now perfect or anything. It just happen that we haven't got a particular high education levels with the English Langwaytch announcers. Special those working by the television services. I mean, I tuned in by Six On One last Monday and that one with the yellow wig is talking about how the ANC must now stop all this 'degeneration' of Mr De Klerk. I mean now really!"

"Could you specify accurately what minimum educational qualifications, if any, the SABC requires in its Language Advisers?" I asked testily.

"Pardon?"

"Have they got to be educated?"

"No of course yes. First they got to have at least a degree. But by the end of the day they must also be bilingual because you see often the new pieces got to be translate straight off the original Afrikaans and they don't want to get into habits."

"Are you the only Language Adviser employed by the SABC?"

"No, not of course. The SABC Board has appoint a Langwayschiss Advisory Committee consisting of people who are each one of them an expert in his own meadow, so that all matters of concern radiating from English are under consideration continually and on a day-to-day basis as well."

"Do you believe that this committee will have the effect of improving the present ghastly standards of SABC English?"

"On the bottom line probably not, but at least we are trying," he answered warmly. He stood up. "But let me show you the new Langwaytch Laboratory."

Dr Professor Vogelman led me down a long SABC passage. He put his finger to his lips as he opened a door. We slipped into a large classroom. Sitting at desks with earphones clamped to their heads were a group of men and women whose faces daily adorn SA television news bulletins. They were having a lesson on The Verb. "Never mind all that nonsense about Transitive and Imperative and Subjunctive and Present Perfect and Past Indefinite and Future Pluperfect," growled their instructor. "Here by the SABC we got only two kinds of verb: Present Imperfect and Future Doubtful."

Dr Professor Vogelman went over. "Fascinating stuff, no?" he hissed.

We watched and listened for a whole five minutes as the class was shown around some other important grammatical territory. The Syntax of the Adjective, Interrogative Pronouns, Irregular Comparison in Adverbs, Teutonic Suffixes and Special Prepositions were dealt with in a manner which showed that all our years in school had been a waste of time.

Dr Professor Vogelman was beaming. "Why has the SABC decided that a gross simplification of the English language is necessary?" I asked him.

"Well, what we must now achieve is that everyone on our news staff don't have as much trouble when they do their jobs. English is a very complicated langwaytch and it is not fair on our news reporters and announcers that they have to try so hard to understand it when it is expected the difficult way."

"Pardon?"

"They just aren't very bright," said Dr Professor Vogelman.
Think-tank hiccups on proposals

By PORTIA MAURICE

THE think-tank set up to tackle South Africa's education crisis is on the brink of announcing its proposals — but it has hiccuped because of the African National Congress' mass action campaign.

Sources within the working committee of the National Education Conference said this week that the participants had agreed on principles to guide mass campaigns and an education negotiating forum with government and the private sector, but that the "timing" was not yet right for their release.

The committee represents all major trade union federations, political and education groupings — except the Pan Africanist Congress and the National Professional Teachers' Association (Naptosa), with whom talks are continuing. The committee was established at a national education summit held in Broederstroom in March, which was attended by more than 200 delegates.

At the March summit, a set of core values for a future education system and a code of conduct for students and teachers were drafted. Three major campaigns were declared: to stop unilateral structural changes; to ensure equitable state expenditure; and for the recognition of democratic organisations such as parent-teacher-student associations and student representative councils.

"Education authorities were to have been invited to a first meeting next week, but groups within the committee felt such engagement would be "premature" and "insensitive" in the current "stand-off" climate around negotiations and militant action. "Each organisation has laid its cards on the table and, although it has taken a long time, there are no major divisions about what we need to do," conference organiser Ahmed Essop told The Weekly Mail. He said an announcement would be made shortly, after which "the ball will be in government's court".

Regional forums would be convened to prepare the ground for campaigns and implementation of the code of conduct, Essop added."
must change boys — but this boys will be
Africa launched three-volume encyclopedia on Ancient African Archaeology, with a focus on the publication in Johannesburg. The encyclopedia covers the origins of African civilization and the development of African societies. Each volume is dedicated to a different aspect of African history, including art, culture, and technology. The publication includes over 3,000 pages of text, illustrations, and photographs, making it the most comprehensive reference work on African history. The encyclopedia is available in print and digital formats, and is expected to be a valuable resource for historians, students, and the general public. The editors and contributors of the encyclopedia are experts in their respective fields, and the publication reflects the latest research and scholarship in the study of African history.
School funding changes loom

On August 1st, a new educational dispensation comes into operation in the Transvaal. With most schools having chosen to go the Model C route, it means an even greater financial burden on parents with school-going children.

Some — especially people with large families — will not be able to afford the higher costs.

In terms of the Model C option, the State will bear responsibility for basic funding of schools such as teachers' salaries and upkeep of school buildings.

All other costs associated with running the schools will be for the account of the schools — in essence the schools' parent bodies.

In exchange for taking on greater financial responsibility, the parent bodies will have control over the schools' admission policies.

The Model B schools will primarily be dependent on State assistance for their running.

Onerous

Admission policy in these cases will remain in the hands of the State. This new dispensation is going to place yet another onerous financial burden on parents, already cash-strapped by a four-year depression.

The nature of the increased cash obligations will vary from school to school and will to a large extent depend on the kind of services offered by the school.

While this approach to schooling is infinitely fairer, I think, it is going to cost many parents more money.

According to Mark Henning, chairman of the Association of Independent Schools, the additional costs each year could vary from R1,500 to R3,000.

However, these schools are private schools and offer a variety of facilities not normally found in State-funded schools.

Model C State schools, on the other hand, will not face the same sharp rise in running costs.

Ken Paine. "Money Matters"

Parents who cannot pass a certain means test will be allowed to approach the school and parent body for financial assistance.

Under certain conditions they will receive such assistance.

Only under extreme conditions will children have to be transferred to other schools.

Budgets

Whichever way one looks at it, parents are from next month going to pay out more of their after-tax income — already under extreme pressure.

It will also force parents to get more involved in running their children's schools and facilities.

The bottom line is that educational costs will in future feature prominently on people's budgets.

While in the past schooling was merely an incidental expense, it will now rank alongside food, clothing and other major expense items in the budget.

Next I will be taking a look at the rapidly escalating costs of tertiary education, with a couple of suggestions on how to make this financial burden a little less onerous.
Literacy begins at home

Sowetan 27/7/92

TOP CLASS Education is a subject close to Thandi's heart:

By Lulain Luti

When Mrs Thandi Khumalo set up literacy classes to help fellow employees at her Waideville, Germiston, company she got more than she bargained for.

So good was she that parents recommended her to their children.

Now her home is a beehive of activity with the chatter of little feet all over the place.

They are her young pupils who she has taken under her wing and have turned her place into a boarding house as they sleep there after lessons.

Even her husband Robert no longer complains. The little ones are part of her lovely family.

Her children always look forward to her extended family members with whom they have to share their Matchbox house in Matsamai section, Katlehong.

Says Khumalo about her seven-year-old daughter: "Nozumile loves her brothers and sisters very much. Sometimes she asks for them. Robert does not complain anymore. He pupils have become a part of our family."

At a time when there is general disorder and chaos in the education system, many children consider Khumalo (38) a God send.

A BSc graduate from the University of Fort Hare, Khumalo has had to abandon pursuing her studies because of the pressure she has as a result of the extra classes she gives to children from Katlehong, Thokoza and Daveyton.

While she has been charged with the task of seeing to the welfare of her company's employees, she also has to play educator to about 50 children whom she gives extra lessons in mathematics.

"I think teaching is in my alley. At some stage I thought of getting into full force," she says.

Education is a subject close to her heart. And while there was no financial reward, nothing was more fulfilling than seeing her pupils pass.

"I don't know if I'm coping," she says with a frown. "But my biggest worry is that often I don't have time for my family. There's a lot of sacrificing to do, all at the expense of my family."

For Khumalo, life has never been a bed of roses. After she fell pregnant at the age of 15, she was shunned by her community.

But this setback proved an inspiration and the experience has always been the driving force behind the success of her teaching projects.

"Most of the schools do not have facilities. I have to do everything from training to photocopying material for them. It is emotionally draining, but I'm not complaining," she said.

"What is the children's pressing problem?" Khumalo was adamant. Most are lazy.

"They are very lazy to think. Their biggest problem is they do not have the basic knowledge of mathematics."

"As a result, I spend most of the time concentrating on mathematics and neglecting physical science which I also teach."

"So busy is she that she has given up her own private studies. "It's no use. I just don't have time. Usually the busiest period is around exam-time. Many of the children sleep over and we have to go over problems well into the night."

"And her sacrifices do not go unrewarded."

"I get such joy and satisfaction when the results come out. I'm not doing this for money. All they need to do is to pass and that in itself is fulfilling," she said.

A staunch disciplinarian, Khumalo believes that the authority has to be restored and discipline brought back to the classroom.

"What kind of people are we producing from children who come to school when they want to?"

"What do they want in these premises? If they have no desire to learn, why do they bother?"

"Somewhere along the line something is wrong. I can't put a finger to it, but something has gone wrong somewhere. Firm authority on the children has to be restored," she maintained out with great conviction.

Khumalo qualifies for the Sowetan/Eskom Woman of the Year Award.
School boycott likely teachers

SHARON SOROUR
Labour Reporter

TALKS between Cosatu and the Cape Town Chamber of Commerce "went off well" yesterday, but Western Cape workers are still set to support the general strike as teachers signalled a school boycott was on the cards.

Sources close to the talks, aimed at limiting the effect of the mass stayaway, said the status quo remained.

Meanwhile, the SA Democratic Teachers' Union (Sadtu) has called on teachers to observe the stayaway on Monday and Tuesday.

The union said it had "consulted broadly" with its members, who were committed to catch up on work and time lost through the action.

Teachers would negotiate with parents and pupils and hoped that examinations set for those days would be rescheduled.

In the latest Cape Town Chamber of Commerce Bulletin, chamber president Mr Her-
Returned exiles offer hope to black youth

THEM RAVANA

6007 34172

Affirmative action
Rumpus over schools stayaway call

MICHAEL MORRIS
Political Correspondent

A ROW has erupted over whether schoolteachers and pupils should join next week's two-day general stayaway.

The African National Congress and five education organisations aligned to it have called for a boycott of classes, while the Pan Africanist Congress, the Pan Africanist Student Organisation and the Azanian Students Convention oppose the call.

Minister of Education and Training Mr Sam de Beer has also opposed the stay-away call.

Groups supporting the ANC's position are the National Education Co-ordinating Committee, the Congress of South African Students, the SA Democratic Teachers' Union, the SA Students Congress and the Union of Democratic University Staff Associations.

In a stay-away statement yesterday, the ANC said: "After discussions with the other five groups supporting the call we recognised that only a non-racial, non-sexist and democratic government can implement a unified national education system to begin addressing the serious crisis at all levels of education.

"We therefore call upon all students, teachers and other workers in the education sector to observe the general strike on Monday and Tuesday - and to exercise maximum individual and collective discipline during this crucial time in our country's history."

The movement called on education authorities to defer all tests, practicals and exams scheduled for Monday and Tuesday."
SECC to educate teachers and students

David Maga, chairperson of the Soweto Education
Committee (SECC)

The Soweto Education Committee (SECC)

David Maga, chairperson of the
Soweto Education Committee (SECC)

We believe that Future's teachers
need the computer training
because they would be central to the
school's computer training program. We
believe that computers will play a key role in the
improvement of the schools.

Therefore, we are committed to the
inclusion of the SECC in the computer training
program. We are committed to the
improvement of the schools.

The SECC is aware of the need for
computer training for teachers and
students. However, we are committed to the
inclusion of the SECC in the computer training
program.

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Illiteracy rate in SA aggravates problems

THERE are at least 15-million illiterate adults in South Africa and the majority of them are women who live in the rural areas. NEW DIASPRA (PEOPLE'S FORUM)

This was revealed by National Literacy Co-operation (NLC) during its annual conference which was held in Johannesburg last week.

NLC spokesperson Sherry Hamilton said her organisation had discovered that the illiteracy rate in this country aggravated problems such as unemployment, homelessness and poverty.

“The advent of a ‘New South Africa’ and the formal abolition of apartheid does not guarantee that existing inequalities will be eradicated. The current trend and strategy towards the privatisation of education may lead to an increase in the number of people who are illiterate. Education will be for those who can afford it, perpetuating the cycle of discrimination”, she said.

Future

Hamilton said literacy was a necessary component of meaningful, democratic political participation. The future electorate of South Africa needed to be empowered to make an informed decision about the kind of government that would best meet their needs, she said.

She further said the NLC would exert pressure on any future government to put literacy on its agenda, and ensure the provision of literacy to the millions who could not read and write.

Meanwhile, the police raided the home of one of the literacy project worker Atlanto Damoyi in Alexandra township after he had attended the NLC conference.

He told PUPILS FORUM that the police informed him that they had received a tip off about the conference and about weapons hidden at his home.

Police, Damoyi said, informed him that both Rhodes and Wits universities were training grounds for “terrorists”. Later, a police video team filmed the people and reading material they found in his house. They left after destroying his diary and took away family photographs, he said.
LITERACY learners on the Reef will celebrate the United Nations' Literacy Day (September 8) with a day of song, dance, drama and talks at the YMCA building in Braamfontein, Johannesburg, September 12 from 9am. Contact Theo Ndazaba from the Wits Workers' School at (011)716-3670 or John Tsweu at (011)403-2660/1.
Parents failing to pay schools

Staff Reporter

The abrupt transition to Model C in previously white schools has left many of them with a backlog in fees and at least one school is considering legal action against parents to ensure payment of tuition fees.

The transformation to Model C, which was announced by white Education Minister Mr Piet Marais in February, began on May 1 and entered its next phase on August 1.

Several schools called by the Cape Times yesterday expressed concern about outstanding compulsory fees and reported that they had had problems extracting fees from some parents.

However, most were sympathetic to struggling parents and said they encouraged them to apply for the government subsidy.

Dr O M Firmani, director of communication services in the Cape Education Department, said parents who were unable to pay compulsory tuition fees might be granted assistance according to interdepartmental sliding scales.

Parents could obtain application forms from the school and the maximum assistance payable to schools (not parents) for a primary school pupil was R400 a year and R500 for secondary school pupils.

Although governing bodies have legal authority to levy school fees and enforce payment, a parent who does not qualify should discuss the problem with the principal, Dr Firmani said.

Mr De Wet Marais, school board chairman at Simonsberg Primary in Kraaifontein, said the Model C system had been democratically chosen by the parents.

The school would take legal action against parents who could afford to pay but would not. However, it was mostly needy parents who had outstanding fees.

Mr Hugh James, principal of Oude Molen High, said these were difficult times for all South Africans and they were doing their best to collect outstanding fees. The subsidy did not always suffice and it would be an absolute disaster if the subsidy was phased out.

The transition had been sudden and parents had not budgeted for the R75 a month they had to pay "but people are paying their arrears".

The principal of SACS, Mr Gordon Law, where the annual fees are R1 360, said they were entitled to make school fees compulsory but hoped they did not have to resort to legal action to ensure payment.

Mr Barry Gie, governing body chairman at Camps Bay High, where the annual fees are R1 440, said the school would be sympathetic to needy parents and would assist where they could, but had to "balance the books".
The need for independence

NEIL JARVINE

The need for independence

Parents have a right to...

The need for independence

NEIL JARVINE

The need for independence
Life beyond knowledge

Malcolm Armstrong is headmaster of Sibel School in Bedfordview. Trained as an English teacher, he retired recently after 16 years as head of Pretoria Boys' High and has held senior posts at various schools.

"Human history becomes more and more a race between education and catastrophe." That was the view of H G Wells. It is acutely relevant to our country now. For the bulk of our population, the blacks, the situation has become increasingly catastrophic since 1976.

Outside of politics, education has the potential to be the most powerful and promising force for change. If the quality of that education is of the right calibre, it could affect political change by producing voters who are capable of autonomous decisions.

Before commenting on the future of education, we need to focus on acceptable aims of education. There is an interesting unanimity in principle among the reformers and pioneers, from Comenius in the 17th Century to John Dewey in the 20th, concerning what education should achieve for the individual and for society.

Their emphasis is directed at two criteria: the acquisition of knowledge and the development of character. According to Dewey, the aim of education should be to nurture growth of personality, character and intellect — "to develop the moral principles of initiative, persistence, courage, judgment, integrity and vocational aspiration."

Such fine aims and ideals should surely have produced a better world for the current generation. Unfortunately, almost throughout the world, altruistic considerations have been cast aside for utilitarian purposes.

When people deplore the lack of education for blacks over the past 15 years, they probably have fixed in their minds the "knowledge" component that these generations have been denied or have themselves rejected. Just as important, however, is the fact that they have been deprived of exposure to the altruistic aims of education.

John Ruskin, the 19th Century English art critic, writer and social reformer, pronounced a philosophy of education that is particularly relevant: "Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters and the tricks of numbers and then leaving them to turn their arithmetic to roguery and their literature to lust... It is a painful, continual and difficult work to be done by kindness, by watching, by warning, by precept, and by praise, but above all, by example."

The future approach to the "knowledge" component of education will need a drastic realignment in the light of rapidly expanding technology and the information explosion. Pupils will no longer be required to learn and retain information in their minds, but rather be taught how to store and retrieve it by means of the technology at their disposal.

Yet there is a danger of confusing acquiring skills with meaningful education.

In SA there is a long history of unequal and unfair spending on education in relation to racial classification. Any planning for the future must cater for equity. But it must be borne in mind that improving material services does not necessarily bring a corresponding improvement in the quality of education. This is a costly lesson that has been learnt in the 20th Century.

Pupil attitude is of prime importance. But success in education goes beyond that, for education is a responsibility shared among home, school and community.

We need some perspective about the crucial question of standards. If all our pupils follow courses designed for the well-prepared student, this would produce a soaring failure rate and an unacceptable drop-out level. If, on the other hand, courses and testing procedures are watered down to produce a politically acceptable pass rate, students from all sections of society will be cheated and standards will be meaningless.

Standards at the basic level must come to mean that all our citizens become literate and numerate and have enough tools of learning and sufficient background in the arts and sciences to be able to continue learning throughout life.

Economically, it is simply not feasible to upgrade our education system at every level. Priorities the logical areas are pre-primary and primary at the one end and teacher training at the other. Primary schooling must be compulsory, with selective admission to secondary education based on aptitude — academic, technical, practical.

The most expensive form of education is in the technological and practical areas. It is costly and wasteful to duplicate expensive laboratories, computer facilities and workshops in a large number of schools. These facilities need to be centralised or, better still, could be provided by commerce and industry on their premises.

A consideration relating to planning, and one that has tremendous financial implications, is the teacher-pupil ratio. Given the will to learn, this ratio should be almost irrelevant — as has been proved by experience in technikons, universities and some successful private colleges.

There are frequent calls for the redistribution of educational resources to SA and the demand extends to education. Many countries, including some African states, have realised that it is essential to maintain centres of excellence at all levels in the education spectrum, from primary to tertiary training. Even countries ruled by socialist governments discovered that.

In a major report on education presented to the British government recently, the three members of a Royal Commission condemned "the obsessive fear of anything that might be termed 'elitist' which led to the needs of the most able children being neglected." They also commented on the cry for "relevancy" in the curriculum: "To resist subjects on the grounds that they are inconsistent with children's views of the world is to confine them within their existing modes of thought and to deny them access to some of the most powerful tools for making sense of the world which human beings have devised."

If there is to be cause for optimism about our future, our seats of learning — primary, secondary and tertiary — need to be much more than factories of information.

Our schools and teachers must be the custodians of civilised values.
Viva the future you must build yourself.
Library shortage in PWV 'critical'

ADRIAN HADLAND

THE PWV was experiencing a critical shortage of library facilities which could affect community development and the elimination of illiteracy, speakers at a public library symposium in Randburg said yesterday.

Library and Museum Services MEC Willie Hood said about 6 million people in SA were illiterate and a further 12 million were semiliterate.

He said the PWV alone required a further 1,196 libraries, at a cost of R800m, to attain parity in communities' access to libraries.

Literacy, erudition and reading went hand in hand with economic success, Hoods said, while "the highest possible development potential cannot be attained without a sufficient, appropriate infrastructure".

Library and Museum Services director Brigitte Hansen said the TPA had spent R24.8m on library services this year, a 45.6% increase on 1990/1991.

She said 38 new library buildings would be built during 1992 for which 300,000 books would be required at a cost of R15m.

"There is still a great shortage of buildings in developing areas. To bring the supply of library services in these areas up to the same level as developed areas, a total of 1,196 new public libraries will have to be built in the PWV area alone," she said.

Hoods said every library played an important development role, providing a range of community services.
Education's a business

Weekly Mail Reporter

BUSINESS has found a novel way of freeing some of its revenues for education — advertising in exercise books for free distribution to black schoolchildren.

The Unity Schoolbook Project was launched in Johannesburg this week with a donation of 40,000 books to Soweto pupils. The first recipient is the George Khoza Secondary School in Dobsonville.

Unity Media managing director Sharon Lloyd said she hoped to provide schools countrywide with 10-million books per quarter by the year 2000. Because of the changing political situation and a lack of clarity about new curricula, she said, they had decided on stationery rather than textbooks.

The Unity schoolbooks are A5 size and each book has 32 lined pages. The full page adverts are placed on the inside covers, the outside back cover and within the body of the book.

George Khoza principal Dan Gabashane said although the Department of Education and Training provided stationery, children frequently had to buy their own books because supplies were destroyed by vandals or enrolments were higher than expected.

The “business to school” initiative is of mutual benefit to pupils and the private sector. Businesses corner a “captive market in a learning environment” and pupils get free books.

Unity says the book advertises “promote brand awareness and loyalty among young people — the market of the future”.
Educate the masses, urges Boland

By AUDREY D'ANGELO
Business Editor

ALTHOUGH "short-term prospects for the SA economy can be described as uninspiring" negative attitudes should not be allowed to destroy the potential this country still has, Boland Bank chief economist Louis Fourie says in his Economic Review.

Forecasting possible growth of more than 3% next year if the world economy recovers, Fourie stresses the need for structural adjustment.

But he says it is also vital to educate the majority of the population on how the economy works — particularly as "their wealth demands will remain largely unanswered over the next 18 months as the economy struggles to get out of recession."

Fourie points out: "It is clear that a significant part of the SA population does not understand the concept of wealth creation.

"The ease with which these people are, for instance, dragged along on a destructive journey by political rhetoric confirms this deduction.

"Economic potential and opportunities simply disappear when the people who should be exploring these concepts misuse or ignore them."

He says that many of the elements needed for economic success in SA are of a structural nature.

"This implies that no quick fix exists. The absence of a national strategy for communication about the economy contributes to the total lack of understanding of how the system is supposed to work.

"The concept of wealth creation must be popularised and the principles underlying and supporting it communicated in the most pragmatic way possible.

"Discussing the outlook for the next 18 months, Fourie says: "A normal rainfall season, further lowering of interest rates and the resumption of political negotiations may trigger a turnabout in the economic growth rate from an estimated 0.8% in 1992 to 2.5% in 1993.

"Greater momentum in the world economy may push this growth rate to above 3%.

"A comfortable balance of payments situation should shield the weighted exchange rate of the rand from depreciating by more than 10% over the next 18 months.

"Consumer price inflation should taper off to 12.5% by year-end and fluctuate between 12% and 14% in 1993."
CLOSED chapter for SA’s book publishers?

Has the bottom fallen out of the market for progressive books? Karen Williams flips through the issue in search of an answer.

The Mayibuye Centre at the University of the Western Cape this week launched its "History and Literature Series," which included the re-issue of books previously published by the International Defence and Aid Fund (Ida) and Klopfront Books.

These books were published in London and subsequently banned in South Africa.

Titles to be re-issued include Govan Mbeki’s seminal "South Africa: The Peasant Revolt," Tim Jenkins’ "Escape from Potosi" and Joyce Sikilele’s "A Window on Swaziland.

But there is scepticism about whether people are still interested in "struggle books.

A manager of Exclusive Books -- who did not want to be named -- thinks the market for leftist publishers and bookellers has dried up.

"There is no market for leftist books anymore -- two or three years ago it was definitely much bigger," he says.

He does not believe that big stores like the Exclusive are enroachiong on progressive bookellers’ market, nor does he think the market for previously banned books.

There are not many independent bookellers left, he points out.

Barry Feinberg, Ida’s former director of international relations and now a staff member at the Mayibuye Centre, disagrees.

"I do not think it is true that there is no market left, because Exclusive Books is probably taking from its middle class constituency. Because the middle class have education and the money to put into books, people think middle class is synonymous with book buying," Feinberg says.

He concedes that there is "some truth in it," but believes that is not an unchanging fact, and "it also has to be tackled with liberation.

"We have been successfully distributing our books through David Philip publishers since the beginning of the year. They distribute large quantities nationally.

"We also brought large stocks of books with us from the London operation and we will also be publishing, so that is adding new titles," Feinberg continues.

There is great interest in the books in rural areas and in the townships, areas plagued with literacy and poverty, he says.

"As publishers we also hope to have a wider approach to areas which suffer most from the problems of literacy," Feinberg says.

Another network distributing books from the Mayibuye Centre is the Cape Town branch of the South African Literature Society (Sals).

The Sals bookshop was opened as a collective in Botswana nine years ago.

Before the February 2, 1990, period, many of the banned books which infiltrated the country came from its bookshop in Gaborone.

Now Sals wants to promote the distribution of low-priced books, especially in rural areas and townships, as well as stimulate interest in indigenous writing by working with grassroots structures.

Linda Pithers of Sals is optimistic: "The potential market is enormous, especially if you look at the incredible sales Mayibuye is making.

"It also depends on whether we can reduce the prices because book prices in South Africa are sky high. People earning third world wages now would not be able to afford books."

But whether initiatives like Sals and the Mayibuye Centre will be able to progress, and grow also depends on funding.

The Mayibuye Centre depends on funding but has no professional fund-raiser. If sufficient funds are raised, the centre hopes to become a regular publisher.

This would enable it to continue in Ida’s tradition, which started in the last stories, of publishing documentary material, auto-biographical and creative writing.

When Ida disbanded after the unbanning of the ANC and other organisations in February 1990, it handed over its extensive archives to the Mayibuye Centre.

The centre now houses novels, newspapers, a film and video library, a photo library and exhibitions of visual art collections, as well as audio tapes.

David Philip Publishers are distributing most of the books and also co-publishing a few titles with the Centre.

David Philip, one of the few independent publishers in the country, this year celebrates 21 years in publishing.

"We published books because we wanted to keep discussion open and we were concerned to encourage debate," says David Philip.

"I think that the days when publishers were characterised by politics are over, and I was very interested that other straggle publishers say the same thing," says David.

But Marie, his wife and co-publisher, disagrees that progressive publishers are losing their niche, either because there is no interest in progressive books, or because books are now more widely available.

"The niche changes all the time. The publishing road one would have followed in the past was to open doors and discussion in combating apartheid as far as publishers were concerned.

"Now we are looking for new opportunities to discuss the changes and to analyse them.

"I don’t think there can be any half to keep debate going," Marie says.

David adds: "There was a niche to be filled at that time and somebody had to jump in and fill the gap."
Education crucial - ANC leader

Political Correspondent

EDUCATION is more important than joining the struggle for democracy, ANC president Mr Nelson Mandela has told technikon students.

"We want you to be fully informed in the campaign to mobilise for democracy," he told an enthusiastic audience at the Peninsula Technikon yesterday.

"You must participate, but that should be the secondary aspect of your activities.

"The priority is to ensure that you obtain the necessary qualifications to improve your ability to serve the community. Education is of crucial importance to us."

Mr Mandela said that if young people wished to serve the community as the leaders of tomorrow, "it is absolutely necessary for you to equip yourself for that role."

"Education is crucial.

"The first challenge that faces you is to be able to raise yourself to the same level of education as your white counterparts, and I say this not in a spirit of antagonism.

"This is very difficult. These are the conditions under which we live, and it's a challenge for the whole country, the whole leadership... the government, the leaders of the democratic movement and, in particular, the young people.

"We know the problems facing you, the poverty, but there are many educators who have pulled themselves up by their bootstraps."

Educationists must go back to the drawing board

IF ANYTHING has caused controversy in education circles in recent months, it is the issue of "open schools".

Once hailed as the "laboratory of the future", integrated schools, for some, have failed to deliver on promises of education to black pupils. Open schools, by nature and size, cannot give each child the attention they need, and in some, especially middle-class white schools, the exercise of education have been perceived as failure to move meaningfully towards integrated education.

Desperate black parents have accused these schools of slamming the door in their faces by imposing highly restrictive admissions requirements and charging exorbitant fees.

The recent limited opening of previously "whites-only" State schools has added to the controversy.

As thousands of township pupils found their way into the new Model B schools, the Government shifted the goalposts and decreed that these schools had to change their status to semi-private institutions or lose a substantial number of teaching posts.

Many black parents might be forced to withdraw from the Model C option when their children's fees rocket.

The role played by these schools, including the Models A, B and C institutions, could be better understood against the background of the historical imbalances inherent in the unequal provision of education to children of various racial groups.

The movement towards desegregation in schools started in the wake of the 1976 nationwide student uprising. Some educationalists hailed the advent of these schools, dubbing "laboratories of the future non-racial schooling", as a step in the right direction.

As experts and observers now try to ponder further the role integrated schools could play in the future education system, a team of renowned educationists have given their own suggestions in a series of 12 papers published in a book: "Towards Open Schools - possibilities and realities for non-racial education in South Africa."

Edited by Professor David Frerer of the University of the Witwatersrand, the book contains papers by some of the country's leading educationists.

Professor Frerer and his colleagues observe that arguably the ugliest and the most unforgivable aspect of apartheid was the provision of a "disabling and inferior" education given to the African child while others enjoyed abundant resources.

It is within this context that papers in this book by Professors Frerer and Johan Muller and educationists Pam Christie, Margie Gaganakis, Janine Lits, Terry Sacco and Michael Cross describe the experiences of open schooling in the period leading up to 1991.

Professor Frerer seeks to provide insights into what changes can be expected of children when they are placed in "open" classrooms in terms of their responses to one another and to general political issues.

According to Professor Frerer, a crucial semantic issue arose after the inception of the research project which funded the publication of this work. Should the goal of desegregated South African education lead to multicultural education, or to no-racial education or to non-racial education?

Professor Frerer chooses a view that is shared by many - a no-racial education: "The strategy in the next decade must surely be aimed at the eradication of both material and perceived differences.

"As part of such a strategy, it may be necessary to establish a policy of non-racial education rather than to propound differences in children's needs related to notions of multiculturalism or multi-racialism," Professor Frerer writes.

Professor Muller of the University of Cape Town traces the history of private institutions and how the churches responded to the crisis-in-black education in 1978 by pioneering the movement towards open schools in 1981.

The Roman Catholic Church was the first to decide in principle to integrate their schools. They were supported in principle by the Anglicans and the Methodists. These schools served as a mirror in which South Africans could see what integrated schooling looked like.

Schools that opted for integration earned the wrath of the Government which had hitherto remained bitterly opposed to "open" schools.

In 1986, F W de Klerk, then Minister of National Education, said: "As long as the National Party has a say, we will stand by and favour the basic approach of own education in Government schools."

Nevertheless by 1986, 143 out of 170 English-medium private schools were admitting black pupils, albeit in relatively very small numbers.

The black community is not opposed to the principle of non-racial institutions per se but to the elitist image that these schools had assumed. Margie Gaganakis says pupils attending these schools may claim they are "two-colour" people but they still have to choose one colour when it comes to applying for jobs.

Towards Open Schools: Possibilities and Realities for Non-Racial Education in South Africa.

Published by Macmillan Books (R150).
Our local school districts have made a decision to use virtual learning for the next several weeks. This decision was made in response to the increasing number of COVID-19 cases in our community. Virtual learning allows for continued education while ensuring the health and safety of our students and staff.

We understand that virtual learning may not be the best fit for all students. It requires a stable internet connection and a quiet learning environment. However, we believe that it is the best option for now.

We encourage all parents to participate in online learning activities and to keep in touch with their child's teacher. If you have any questions or concerns, please contact your child's school directly.

Thank you for your understanding and support. Together, we will weather this challenging time.
Raising the dead from their brass coffins

Jim Joel on at Wits

SIX of South Africa’s brightest young musicians, all either final year or postgraduate students of the Wits School of Music, will compete for the JCI Jim Joel Scholarship in the Great Hall over the first few evenings in September.

They are brothers Adam Fridh and Kuba Fridh (fourth-year BMus), pianist Derek Funnell (post-graduate performer’s diploma), pianists Nickola Harris (final, year licentiate), and soprano Lisa Joanna Loveman (post-graduate), Olivia Shires and Namdfi Teleku (both full-year postgraduate and B Mus).

The schedule of performances is: Wednesday, September 2, from 8pm (music and Thenjiwane, accompanied at the piano by Wits B Mus graduate Wanda Mak Mula); Thursday, September 3, from 8pm (Kubi Mandela, pianist Jacqueline McCarthy, Lorenz, with pianist Malcolm Noy); Friday, September 4, from 8pm (Harrius Pennal, with pianist John Recreation), Saturday, September 5, from 8pm (Simpson/Recital and announcement of the winner). Attendance is free but for the Saturday recital a moderate admission fee will be charged.

As a matter of fact...

It was incorrectly reported in last week’s Weekend Mail that Samo Mofokeng had received the Mother Jones Award for his series of photographs showing men at work on the New York City subway restoration project. Mofokeng, in fact, has won the prize for his in-progress Dissecting Mirrors, an examination of the relationship between the public and private images ordinary Soweto people hold of themselves. He will use the cash part of the Mother Jones Award to complete this series.

SASCO peace

featuring:

JONAS GWANGWA
Back Waters Blues Band

Wits Band: Yumani

at the bozzoli hall, wits, on Friday the 21st of aug, at 7:30 pm.

adm: R10 for students, R15 for non students.

SOUTH AFRICAN STUDENTS’ CONGRESS (SASCO)
Join the ‘teaching revolution’

HOW do you turn education into something enjoyable and relevant? The people at Young People’s Theatre Educational Trust believe that educational drama is the way to go.

The trust uses theatre as a means of education, working with pupils in township schools and training teachers how to use drama as an educational tool.

Educationalists can join this "teaching revolution" by phoning (021) 6971881. The invitation also applies to anyone keen to host the outreach programme, which operates in children’s homes, old-age homes and community centres.

Some teachers study full-time with the trust, but most are reached by the In-service training scheme that provides part-time classes for teachers.

The trust’s Living English programme aims at improving the English language skills of upper-primary school pupils, is one example of how drama in education works.

Pupils are given a scene to act out — such as parents visiting a children’s home where the children speak only English. A member of the trust takes the role of a “social worker” who can speak English and Xhosa.

The other actors can ask the “social worker” for help with words they don’t know, but the crucial aspect is that they formulate and pose questions. This encourages them to use language creatively.

The use of drama provides a realistic context in which pupils can improve their language skills, says artistic director Ms Phyllis Klotz.

Educational drama is based on a philosophy which Klotz believes is the antithesis of the didactic methods used in schools here — especially those run by the Department of Education and Training.

The trust also runs classes in rural districts. At the moment, the focus is on De Doorns.

There is also a community outreach project which operates on request in children’s homes, old-age homes and community centres.

"Here the emphasis is on personal development and pleasure," Klotz says.

She says that once people have become involved in educational drama, they can use the philosophy from Sub A to matric.
Students campaign for closure of IDT.

By PORTIA MAURICE

UNIVERSITY, teacher-training college and technikon students this week voted against the government-funded Independent Development Trust (IDT) and in favour of joining the mass action campaign.

At its Education and Development conference at the University of the North (Turffoop), the South African Students' Congress (Sasco) decided to "campaign internationally for the isolation of the IDT" and for its funds to be channelled to "progressive" bursary organisations.

The conference was called to develop a national programme of action for the student movement. Issues of access, democratisation and financing in the higher education arena were discussed.

A "Democracy Now" campaign will be launched with a week-long class boycott, demonstrations and sit-ins from August 3 to 7.

The IDT — formed at the tail-end of 1989 after a government donation of R2-billion towards development — has invested more than R25-million in education funding since its inception.

For higher education, it has devised a national student loan scheme — a first for South Africa — under the auspices of the Tertiary Education Fund of South Africa (Tefs). Sasco this week also withdrew from Tefa, on which it sits along with the Kagiso Trust, the Bursary Council of South Africa, as well as universities, technikons and colleges of education.

Sasco has demanded that the current government subsidy formula — which has dropped in real terms over the past few years — be redesigned to favour institutions "that have committed themselves to transformation".

Government resources should be diverted to black colleges of education which have suffered a severe lack of facilities, accommodation and insufficient lecture halls, said Sasco's information and publicity officer, Musa Madlala. Such institutions should also benefit financially and materially from international academic exchange programmes.
The Storyteller Group believes that popular visual literature, such as comics, produced on a mass scale, can be a powerful means of promoting reading and thus consolidating literacy skills.

So when retail chain Sales House launched CLUB — a glossy magazine for distribution to its vast number of account holders — the Storyteller Group approached the company with a view to creating a youth comic which would be both educational and entertaining for serialisation in the magazine.

Sales House approved the idea and early January 1990 saw the birth of “99 Sharp Street”.

Through the adventures of twin brothers Lebo and Veli Moeketsi and their close friend Tandi Cele, the series explores the experiences of young people growing up in South Africa today.

With colourful, detailed artwork, “hip” language and humorous situations, “Sharp Street” sets out to attract the reluctant reader as well as the large audience of second-language readers whose English skills prevent them from enjoying most forms of literature published in the country.

According to publisher and founder Neil Napper: “Serialising ‘99 Sharp Street’ through CLUB magazine has given us a unique opportunity to establish an ongoing relationship with a popular audience unprecedented in South African publishing history.”

Since its introduction, the comic has established itself as a powerful medium through which to encourage reading. Readers are also able to identify with the characters in the story and the comic encourages them to read other books as well.

“99 Sharp Street” is tested and workshoped on an ongoing basis in schools and adult education centres.

The most recent series, “Dragons and Ghosts”, is based on true-life encounters experienced by young people in Soweto.

Peter Esterhuysen, co-director of the Storyteller Group, says: “History consists of different points of view and through the comic serials, we are attempting to motivate students to collect their own history and to become part of the whole history-making process. We also aim to show an alternative view to that expressed in traditional history textbooks, while remaining educational and factual.”

The next series — which is still to be completed — will continue to explore the history theme.
**Students lash teacher union**

THE Azapo-aligned Azanian Students' Movement (Aazam) yesterday attacked the SA Democratic Teachers' Union (Sadtu) for bringing greater havoc to a weak education system.

In response to Sadtu's threat of a nationwide strike less than two months before exams, Aazam spokesman Kgomo Modiselle told journalists yesterday that black pupils had suffered greatly as a result of the disruptions organised by the Congress of SA Students and Sadtu since the beginning of the year.

Rather than hurting the Department of Education and Training the protests and chill-downs had only played into its hands, he said.

Meanwhile, the Independent Development Trust's Prof Merlyn Mehl has blamed the educational authorities' lack of accountability for the chaos in education.

In his keynote address to Vista University's national conference on quality education, he said any system which, after 12 years, could pass only 40% of pupils needed re-examination.

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**AWB agrees to SAP monitoring**

PRETORIA AWB leader Eugene Terre'Blanche agreed to throw AWB training camps open to SAP inspection at a meeting with Law and Order Minister Hernus Kriel yesterday.

Kriel said government had not objected to the training of people for individual self-defence. But the training of groups to perform tasks that were the duty of the SAP or SADF would contravene the Criminal Law Second Amendment Act.

The Act, which came into effect on July 31, prohibits organisations from organising, training, equipping or arming supporters with the aim of usurping police or defence force functions.

Terre'Blanche agreed to Kriel's suggestion that the SAP be kept informed of AWB activities and extended an invitation to the SAP to monitor the AWB training camps and activities. SAP commissioner Gen Johan van der Merwe accepted the invitation.

A further meeting will be held to coordinate the monitoring.
Growth achieved despite hurdles

CAPE TOWN — South Africa's political volatility is putting a drain on the country's development agencies, but remarkable successes have been achieved.

This emerges from the second annual report of the Independent Development Trust (IDT), published this week.

IDT chairman Jan Steyn notes that promoting sound development work in South Africa's unstable environment is a formidable challenge.

"Suspicion and mistrust abound. Bringing resources into deeply divided communities can cause deeper divisions if not processed painfully through the layers of community structures.

"Progress is often slow, and even tiresome and frustrating — especially when the situation is exploited for selfish or ideological reasons by 'gatekeepers.'"

However, there is also a "bright side to the coin". "In the overwhelming majority of areas ... in which the IDT has been actively involved, we have seen the development process producing the dividends of stability and progress."

The IDT — established in 1990 with R2 billion in seed-funding from the Government — had, by June this year, committed more than R1,9 billion to 325 housing, education, health, rural development and job creation projects.

The IDT has kept administrative costs to less than 1 percent of the funds entrusted to it, generated some R700 million through investment and drawn more than R500 million into development projects through joint ventures with the private sector.

Nevertheless, the IDT would have "liked to have moved faster".

"Where hardline or ideological approaches persist, where scars of violence have not yet healed and, more particularly, where leadership committed to development is either absent or has been muffled by intimidation or apathy, our task and that of our allies is not only formidable, but we have found some problems insurmountable."

However, Mr Steyn believes South Africa is fortunate in having a partnership of development agencies genuinely committed to promoting development along non-ideological, depoliticised lines.
Kaolin: Query for lawyers

JOHN YELD
Environment Reporter

SERINA is to refer to its lawyers further legal opinion that it is obliged to apply for permission from the Western Cape Regional Services Council to mine and process kaolin at its site on the slopes of Chapman's Peak in Noordhoek.

Senior lawyers briefed by the RSC said Serina Koolin and its successors-in-title would have to apply for approval of the mine and for the processing of kaolin on the site.

Their opinion — contrary to that of the chief state legal adviser but supporting earlier legal advice to the RSC — was tabled at yesterday's RSC meeting.

The RSC accepted a recommendation that Serina be informed of this advice "as a final attempt to induce (the company) or its successor-in-title to change its attitude and to submit the necessary application".

The matter was moved from the confidential "green" section of the RSC's agenda for open discussion, at the request of land usage and transport planning committee chairman Mr Clive Keegan.

In terms of an agreement with the Save Chapman's Peak Action Group, Serina has already indicated its willingness to drop the original plan to build a processing plant on the Noordhoek site.

Instead kaolin will be pumped by pipeline to the existing plant at its Brakkeksloof mine above Sun Valley.

But this proposal has not been accepted universally — particularly by Sun Valley residents — and Serina is likely to face a tough battle to win approval for the new plan.

Asked to comment on the RSC resolution, Serina chairman Mr Klaus Zirker said: "We are definitely going to refer this matter back to our legal advisers. We'll act on their advice."
Tsotsitaal on way to becoming new lingua franca

ROGER FRIEDMAN
Staff Reporter

HEITA mi, hoezit da
... not a foreign language but widely used
Afrikaans-based slang
known as tsotsitaal
which, according to a
survey, is no longer
the exclusive domain
of the tsotsis.

The survey was commissioned by Ms Sarah Slabbert, of the Wits University Afrikaans and Ne-derlands department, who believes tsotsitaal has "application value in a
communicative sense with special relevance
to advertisers".

Tsotsitaal could be the ideal medium for beer advertisements, for example, she said.

Four in five people questioned knew exactly how to react to "zakal hiyo, ek soek
soelat" — for the uninitiated, "listen here, I'm looking for work".

The research showed various languages had highly specific spheres of use within
the multilingual South African society.

Tsotsitaal was associated with informal social events and people appeared to use it when they were relaxed, said Mrs Binky Kellas, of the company that did the survey.

Hence "Ek was bo my
brigeit se joint, ons-et
gegrooove, da was
klomp mataraz dance," translates to something like: "I was at
my friend's place, we
were partying, there
were lots of girls."

Presumably, "mataraz" is a derivative of mattress ... no further explanation required!

"These findings have important consequences for communication with the black market," said Mrs Kellas.
Staff Reporter

MODEL C schools, under pressure to meet budgets without state support, say they will take legal action against the increasing number of parents who are refusing to pay compulsory school fees.

Mr David Drew, the chairman of the school committees of Wynberg Girls' High School and the John Graham Primary School in Plumstead, said yesterday he had been "flooded with cases" of parents who couldn't afford to pay school fees.

He said the school would "undoubtedly" take legal action where it was clear that parents had the means to pay but were holding out on the school.

"However, each case would be judged on its merits and certain alternatives such as easier terms of payment or some form of non-pecuniary service to the school will be considered," he said.

Chairman of Camps Bay High School's governing body, Mr Barrie Gle, said there had been a drop in payment of school fees and while regulations prevented schools from turking pupils out, the "only route available" was to take civil action against parents.

The headmaster of Cape Town High School, Mr Nugent Field, said the school had a "fairly large" bad debt problem and had appointed a committee to find "ways and means" of getting parents to pay up before taking the "drastic measure" of legal action.
Eduserve needs financial help

THE non-profit making Eduserve project aimed at bridging the gap that the present education system has created, needs financial help from individuals and private companies.

Although the weekend classes for more than 1 000 students continued on the Reef, the director, Claire Wienand said they might experience some difficulties as the number of students was increasing repeatedly.

"We are receiving as little as 10 rands from each student and we foresee some difficulties as students from various townships are now engaged in the project.

We are aware that running a business is a huge challenge, especially if one is starting with next to no capital input," Wienand said. She said out of 56 classes for the Soweto project, about 35 still need to be sponsored.

The head of Eduserve, Greg Hurly, stated this project in January 1990. He was working for Education Support Service by then. "I thoroughly enjoyed working with black students and had no intention of leaving the education industry," Hurly said.

He converted part of his Linden house into an office. Hurly said at a later stage, he managed to rent small premises in Randburg where he continued his education project. They then started conducting classes in the townships despite financial difficulties.

We firmly believe in what we are doing and that we can make a difference in other peoples‘ lives," he said.

Eventually, they started running weekend classes on the Reef. In Alexandra township, the students are also receiving food parcels after classes. More than 40 teachers, who are employed on temporary basis, also teach students at the factories where their parents are employed. For more information, phone Claire at (011) 886-0487.
SIXTY student groups including the Congress of South African Students (Cosass), Inkatha Students' Organisation (ISO), Azanian Student Congress (Azasco) and National Party Youth Action (NPYA) met in Johannesburg last week to plan the forthcoming National Youth Conference.

The conference which was accepted by the youths would take place on August 28-30 under the supervision of the Institute for a Democratic Alternative for South Africa (Idasa).

Democracy

In a statement, Idasa said that it regarded the conference as important as all political youth organisations would be engaged in dialogue for the success of democracy.

"It is our sincere belief that a better understanding of, and solution to our country's problems lies in the interaction of its people, leaders and organisations," Idasa said.

Conference

A spokesperson of ISO said they welcome the conference since they believed that the youth had an important role to play in South African national life.

"We believe that in a country plagued by forces which militate against genuine negotiations and the birth of true democracy, youth bear a grave responsibility," ISO said.

Aspirations

The ISO further stated the youth aspirations should not only be imagined or researched. "Let them be articulated by the youth themselves as will be the case at this forthcoming conference," it was said.

The NPYA said that the conference represented a unique opportunity for youth organisations to make a constructive contribution by exchanging views on matters such as democracy, education and the economy.

Future

Meanwhile, the DPY said it was now time for youth leaders of this country to come together and start talking together as they would be the future leaders.

The theme of the conference, which will be held at the World Trade Centre in Johannesburg, is "Youth Effort Towards Democracy and Reconstruction".
Phase-off illiteracy

The future policy-makers including the ANC would be influenced by the National Literacy Organisation (NLC) to put literacy and Adult Basic Education (ABE) on their agenda to redress the alarming illiteracy rate in the country.

This emerged from the NLC's recent conference held in Durban where the head of the ANC's Education Desk, John Samuels, warned delegates of the challenges they would face in convincing the ANC and others to influence policy on literacy and ABE.

The NLC chairperson, Sheri Hamilton, told Pupils' Forum that literacy was an important component of meaningful, democratic political participation. She said the country was in process of moving towards a more democratic dispensation where for the first time.

"The ability to read and write is an important tool towards realising this fundamental right. However, the continuing education crisis is exacerbating the problem of illiteracy. The advent of the "new South Africa" and the formal abolition of apartheid does not guarantee the eradicating of existing inequalities," Hamilton said.

In 1990, the United Nations Education Science and Cultural Organisation (Unesco) noted that between seven and nine million black adults were illiterate during that period. Apparently, those figures have almost doubled to 15 million this year.

In an attempt to phase off illiteracy, the NLC met to decide on strategies to increase the capacity of literacy and to encourage other Non-government organisations (NGO's) to strengthen and promote the cause of literacy. With these goals in mind, delegates formed commissions to discuss the way for the NLC to develop a programme of action to build this organisation and increase its capacity.
People's education meets with obstacles

THE early phase of "people's education" has been weakened by the harsh entrenchment of the overall policy of apartheid and the education system in this country has emerged as the cornerstone of racial and ethnic division. This was said by the Kagiso Trust general secretary, Eric Molobi. He said the Bantu Education (BE) system forced scores of teachers to resign and go into exile in the neighbouring countries to find educational refuge. However, many remained in the ranks of growing opposition to BE.

"We saw the emergence of night schools where attempts were made to set up alternative schools in the townships," Molobi recalled.

He said the reconstruction of the culture of learning would become a national problem which require a national campaign.

"In the arena of education, 'peoples' education' should have its options or blueprints as formative parts of the new system. The million-dollar question that I would like to leave with you is this: Will people's education feature in the new education system to be negotiated?"
AUTHORS tired of accommodating the demands of anti-sexist, anti-racist pressure groups are hitting back with an anti-censorship campaign.

PEN, the radical international literary group better known for its efforts on behalf of writers in totalitarian regimes, is orchestrating a campaign to reverse the growing tide of "politically correct" restrictions.

The authors, fed up with being told Janet should be tinkering under the bonnet of the car while John tidies the kitchen, will start by tackling restraints placed on children's writers.

In children's literature, feeble girls, dotty grandmothers, wicked witches (with their satanic overtones), bossy male tank engines and fat controllers are all frowned upon. Even the Three Little Pigs have been in the literary dock, charged with offending Muslim sensibilities.

Josephine Pullein-Thompson — a member of both the PEN anti-censorship committee and the writers' and illustrators' group of the Society of Authors — said: "The whole situation is getting absurd.

"More and more pressure groups are getting their way. Authors and agents are finding it increasingly difficult to stand up to editors and publishers.

"Authors who do refuse to change a word or a phrase which may upset some extremist minority group are running the risk of losing the sale of their book altogether."

PEN is canvassing members of the children's writers' and illustrators' group for full details of all the pressures and restrictions on writers. Once results have been collated, the anti-censorship committee will decide how best to lobby the industry, particularly the publishing groups.

Pullein-Thompson, who has had 41 children's books published and has another on the way, added: "We must fight for some balance and persuade other literary societies and groups to join us, otherwise we will become a sad little voice in the wilderness."

A British women's co-operative called Letterbox Library is at the forefront of the battle to make children's literature politically acceptable to all sectors of society.

It is the only book club specialising solely in non-sexist, non-racist, multi-cultural books and selects 120 new titles a year for its 12,000-strong membership.

Letterbox recently rejected a new alphabet book because the author had used a Red Indian to depict the letter R.

"We prefer the term native American," said Sarah Kemridge, the group's marketing and publicity director. "Letterbox will only select books which portray positive images of women and black people and we have turned down many books because of just one offensive word or picture.

"We do not like books which portray women as victims or books in which men and boys are incapable of portraying emotions and showing vulnerability.

"Neither would we accept a book which used the word 'spastic' as an insult between children.

"Books which feature dotty old women or men are ageist and not acceptable, and the only witch books we will include are those like Aunt Fred is A Witch (by Rachael Gilmore), which is about a wonderful, very individualistic old woman reclaiming the word witch from the negative to the positive." She believes children's authors should censor themselves to avoid causing offence and she does not see the Letterbox Library's policies as outright censorship. — © The Telegraph, London.
Educationist urges 'parent power'

There could be no more urgent message to Soweto parents as the education crisis deepens than an old Sotho adage which says you’ve got to stand up and act decisively because the situation gets out of hand while you watch helplessly.

The expression has gained relevance as lack of interest and non-chalance towards education of their children grows among black parents.

There are more than 250,000 pupils enrolled at 410 Soweto schools, but when teachers threatened to go on strike last week fewer than 50 parents attended meetings arranged in the township to address the issue.

A high school in Orlando East with an enrolment of 1,000 pupils could only draw attendance of fewer than 50 parents at a parents’ meeting to discuss the looming strike action by educators.

Some parents said while they were concerned about their children’s education, circumstances have forced them to stay away from meetings because of the lack of democratic procedures in most meetings. They accuse certain organisations of “forcing their well packaged agendas” on the community.

“No room is given for a dissenting voice,” said one parent. “If you disagree with them, they shout you down, and even threaten you.”

He is one of many parents in the township who have decided to stay away from such meetings to avoid “endorsing” decisions he does not agree with. This group of parents say organisations guilty of this practice canvass “young comrades” to meetings to intimidate those people who do not go along with their point of view.

But, David Maepa, chairman of the Soweto Education Co-ordinating Committee, says this problem can still be overcome if parents make full use of their “power and influence”. “Even if certain organisations try to push through their agenda, parents have a right to differ,” Mr Maepa said.

He said parents proved they had the power to influence the direction of things when they offered to send a delegation to the DET in an attempt to avert the pending teachers’ strike.

“Through our power and influence we have managed to convince the teachers’ body to give us a chance and try to find a solution to this problem,” Mr Maepa said.

Mr Maepa said a healthy debate was stifled through Government-created structures which were excluded in decision-making process and were only expected to implement decisions made from the top.

Parental involvement, however, does not end at the doorstep of school meetings. Parents form a vital part of a triangular relationship in education.

Effective education can only be ensured through the collective and meaningful participation of the three principal parties — the tutor, learner and parent.

Despite the crippling effects of black education, parents have also added to the limping state of their children’s education.

There is little interaction between school and parents. But according to a recent research commissioned by the DET, schools that have maintained ties with parents have been performing relatively well despite the problems in the townships.

Educationist T W Kambule says “children are children and they only change when adults allow them to change”. An avowed disciplinarian, Mr Kambule maintains that children get out of hand only when adults stop being firm in dealing with them.

“Of course you cannot be firm and strong on discipline if you do not have the support of the parents.”
DI CAELERS
Staff Reporter

SOUTH AFRICA'S "rigid and intolerant" school system must give way to a child-oriented and humane one before the needs of millions of children needing remedial education can be met, says to a visiting special-education expert.

Professor Margo Csapo, head of special education at the University of British Columbia in Vancouver, Canada, says repeating classes, academic failure and physical punishment only project the blame onto the child, while exonerating a faulty system.

Professor Csapo, who is also president of the International Association of Special Education, is in South Africa on a fact-finding mission.

She said this country's educators and parents had been handed a "marvellous opportunity to innovate, rather than just put a band-aid on the education system".

The huge drop-out rate in black schools proved children were "unhappy and frustrated" within the system.

"Millions of black children are in need of special help, but because they don't get it, they simply leave.

"South Africa has a good special-education system for whites, but it is segregated and there is minimal help for black children. I'm sure black teachers and principals must be very frustrated."

She said decision-makers had to change the regular system to one which tolerated "greater variability" in which individual help was available to every child.

The average classroom needed to become like a special-education one which required specially trained teachers and much smaller classes.

"Most importantly, the expectations of what children should accomplish needs to change. The system must fit the child rather than the child be expected to fit the system."

Professor Csapo said: "In our schools we integrate the deaf, blind, mentally retarded and multi-handicapped into the regular classroom.

"This has benefits for the entire school community. The children are all contemporaries who know each other and become familiar with one another's needs."

She said research had shown that children who were segregated did not adjust well socially, "because they don't have the opportunity to interact with children without disabilities".

"What is needed in this post-industrial era is a different kind of individual who is not quiet and capable of withstanding hours of boredom in the classroom.

"We need to create flexible and creative people with the social skills necessary to get along with others and resolve conflicts.

"We must look at peer tutoring, peer resources, teacher aides and parent volunteers in an effort to reorganise things so that every child gets the opportunity to be heard every day, so they can share their difficulties and get immediate help."

ANC joins forum to tackle education crisis

THE ANC, Azapo and 11 political, trade union and pupils' organisations are to tackle the education crisis.

The national education conference vowed yesterday to "engage the state and business through the mechanism of a forum" in an attempt to restructure the schooling system.

At a news conference yesterday, ANC education head John Samuel announced that the new forum would launch a "mass educational campaign" to back the forum's demands. No details of this campaign were available yesterday.

The initiative began early last year when a delegation, headed by ANC president Nelson Mandela, met President F.W. de Klerk to discuss the crisis. But political organisations' diverging views has delayed formulation of a strategy to resolve the education problem.

Samuel said organisations had finally reached consensus on a number of issues.

He said the forum had requested a meeting with De Klerk next month, and had invited government to take part in discussions. Negotiations with the PAC, which until now has rejected the forum, were also under way.

Because of the private sector's considerable investment in education, Samuel said, it was important that it be drawn into the structure to ensure resources were used to the maximum benefit of pupils.

The forum would focus on key actors such as Saccoola and the Joint Education Trust, a structure set up by business and community organisations.

Samuel said the forum would look at the reallocation of educational resources and especially the waste involved in the retraining of thousands of teachers from white schools.

Samuel said the forum should have binding powers and should not operate as an advisory body.

A principle of the forum was that government had to accept sole responsibility for the crisis in education; and the forum would not be party to co-managing a resolution of the problem, he said.

An independent body would be established to ensure that decisions made by the forum were implemented.

Meanwhile, thousands of Soweto teachers embarked on a strike today to protest against the alleged dismissal of two colleagues. The action comes less than two months before year-end exams in the government schools.

SA Democratic Teachers' Union (Sadtu) assistant general secretary Thulas Nxesi said the strike was likely to spread to other areas. Teachers in Katlehong and Tembisa meet today to discuss solidarity action.
Bid to end education crisis

THE newly-formed National Education Conference yesterday announced a two-pronged programme of action aimed at resolving the education crisis.

Addressing a Press conference in Johannesburg, NEC members said its programme included the formation of a National Education Forum whose decisions would have "binding powers".

Its primary function would be to engage the State and business with regard to educational matters.

The second aim would be to develop mass educational campaigns in support of its strategy.

Sapa.
Bid to resolve education crisis

The recently formed National Education Conference, consisting of 14 organisations, yesterday announced a two-pronged programme of action aimed at resolving the crisis in education.

NEC members revealed at a press conference in Johannesburg that its programme included the formation of a National Education Forum whose decisions would have "binding powers". Its primary function would be to engage the State and business with regard to educational matters.

The second aim of the programme would be the development of mass educational campaigns in support of the engagement strategy and to ensure maximum participation in the process.

The need to address the disparities in per capita expenditure between black and white education and halt unilateral restructuring of the education system by the State were identified by the NEC as two key aspects which required urgent attention.

ANC education head, John Samuels, said the forum should be guided by operating principles which included the following:

- It should have binding powers and not operate as an advisory body;
- The State must accept and discharge its obligations with regard to the adequate provision and delivery of education;
- The workings and proceedings of the forum should be public with the emphasis on transparency and accountability;
- The mass educational campaigns would aim to involve the broad mass of people, especially parents and workers, and would not interfere with or disrupt schooling.

He said the NEC had agreed yesterday to invite the State and business to initial exploratory meetings to be held in mid-September to discuss participation in the forum. A letter was to be sent to the State President to this effect.

The NEC consists of the ANC, the African Peoples Organisation, SA Communist Party, Workers Organisation for Socialist Action, Congress of SA Trade Unions, National Education Coordinating Committee, SA Democratic Teachers Union, Union of Teachers Associations of SA, Union of Democratic University Staff Associations, African Students Movement, Congress of SA Students, African Students Congress and SA Students Congress.

Mr Samuels said the discussions with the Pan African Congress and affiliated organisations were underway.
Tough times ahead in education

BLOEMFONTEIN — National Education Minister Piet Marais yesterday warned that parents would have to pay even more in the future for their children's education.

He said the share of the Budget for education could not be increased above its present 21% level and at the same time the expenditure gap between races would have to be closed.

He noted that the annual expenditure for each white pupil was R4 500, while the figure for some black departments was as low as R1 000.

He was responding to delegates' misgivings over the hike in education costs caused by the introduction of Model C schools.

He said various schemes were in the pipeline to relieve the pressure on parents but warned times ahead would be difficult.

He said one of the plans being taken to Cabinet was to set up a fund with money voted from the Budget against which donors to educational institutions could claim relief.

There had been a request that donors be given a tax break, Marais said.

This could not be done but donors could claim from the fund, which would pay out a sum equivalent to the tax break, he said.

Special incentives to get donations for primary schools would have to be considered in the plan because these schools were in a precarious financial position.

He could not give details of the size of the fund nor discuss how the plan would be administered because it was still being discussed by the Cabinet.

More attention would also have to be given to providing more money to technikons, he said.

Govt wants death sentence, says Minister

BLOEMFONTEIN — Government wanted capital punishment reinstated as a "living penalty" as soon as possible, Deputy Justice Minister Danie Schutte said yesterday.

Government believed there were crimes so reprehensible that death was the only suitable punishment. The vast majority of South Africans were in favour of the death penalty in certain circumstances, he said.

Executions had been put on hold because the government was busy negotiating a new constitution that would include a bill of fundamental human rights.

The death penalty was one of the issues that would be dealt with in that document.

It would therefore be unsuitable to resume executions while negotiations continued.

"We agree that the death sentence should be reintroduced as a living penalty as soon as possible, but the way in which it is done is of cardinal importance", he said.

-- Sapa ©(Am) 21/11/92
Parents to pay more for schools

BLOEMFONTEIN. — Parents will have to pay more for their children's education in future, National Education Minister Mr Piet Marais warned yesterday.

He told delegates to the National Party's Free State congress that the share of the budget for education could not be increased above its present 21% level.

At the same time the expenditure gap between races would have to be closed. At present the annual expenditure for each white pupil was R4 900 while the figure for some black departments was as low as R1 000.

"He was responding to delegates' misgivings at a hike of education costs as a result of the introduction of Model C schools.

There were various schemes in the pipeline to reduce the pressure on parents, but he warned that this would be difficult.
Chickens come home

Whites with children in government schools are, for the first time, discovering the real cost of education as the Model C schools move on to a business footing to survive.

But the growing concern over Model C schools is more deep-rooted than a mere criticism of the increased financial burden that parents have to bear. Schools must now be run like companies, with energy increasingly being devoted to fund-raising. The casualty could be children's education.

A growing number of people are pointing out that initial criticisms, that the system was conceived in undue haste and is basically flawed, have been borne out.

But there can be little satisfaction for the “I told you so” lobby if the price of vindication is a decaying education system.

At the beginning of the year, government proposed that all status quo and Model B schools, in terms of the system launched nationwide in 1990, become Model C.

In terms of this model, schools forfeited government subsidies for administration and maintenance in return for greater autonomy. Many schools opted for Model C, not because they liked it but because it was the lesser evil open to them.

The alternative was to continue to receive government funding for maintenance and running expenses but take a drop in the school's complement of teachers.

The reality is that, at some schools, headmasters have had to become business managers, fund-raisers and public relations officers. While some appear to be coping, people trained as specialised educationists are not always equipped for these roles.

There is another problem: if a child's parents cannot pay Model C school rates, what can be done, especially if there is no other local school? If education is compulsory it must, in principle, be within reach of the poorest families.

Durban's Brettwood High, a Model C school, has 150 black pupils out of a total of 670. The headmaster, Doug Drysdale, says: “Schools which budget to break even quickly discover that they are losing. They must also budget for all sorts of long-term expenditure such as the maintenance and repair of buildings, sporting facilities and other capital items. These can cost a great deal.”

And if some schools are finding it financially difficult now, they could find it doubly so by the end of the first quarter of 1993. Though school fees (for parents who cannot afford the fees) are currently subsidised by government, the amount provided comes nowhere near the fees being asked by many Model C schools.

And some local authorities are still threatening to exact rates payments from schools, which would mean that many of them could not continue operating.

Though in theory this problem could be overcome by government's expectation that schools should seek sponsorship from the private sector, the reality is that firms, with profit margins under pressure in a recession, are reluctant to take on new expenditure.

If they do, schools in affluent areas are more likely to be the recipients than those in poorer communities. The net result is a rich-get-richer outlook — something State education should be moving away from.

Natal Teachers' Society executive director David Ryman says: “We originally took the line that the Model C system was immoral and unacceptable because the educational facility was being removed from the community and placed in the hands of parents to do with as they wished — probably to exclude people from the community. Nothing has happened to change that view.”

He says government was warned that implementing Model C would cost schools a lot more than was anticipated and the inevitable problems are now surfacing.
Multi-language move

The first-ever initiative to promote the use of multiple languages in South African classrooms has been launched in Cape Town by the National Language Project (NLP).
Soweto schools empty although strike is over

Weekend Argus Correspondent

JOHANNESBURG — Thousands of Soweto pupils have
stayed away from school in
spite of the end of a two-day
strike called by the SA Demo-
cratic Teachers’ Union.

School principals and teach-
ers expressed surprise at the
unexpected stayaway and
blamed it on “poor communi-
cations”.

But at least one high school
principal, who would not be
named, said the absenteeism
was due to the students being
demoralised by the “endless
turbulence and serious neglect
by both the DET and the school
teachers themselves”.

The principal said only 20 of
the more than 300 matric pu-
pils showed up for classes yest-
eryday.

He attacked the “paralysing
apathy and inertia” on the part
of parents who did not get in-
volved with their children’s
education.
Threat to close schools: DET, union set to clash

JOHANNESBURG. — Confrontation between the South African Democratic Teachers' Union and the Department of Education and Training is looming in the Free State because of threats by the department to close down schools unless principals evicted by students are allowed back to their posts.

Sadtu's spokesman for the region, Mr Leoki Nkonka, said yesterday the DET threatened to close down schools in Onderstepoort, Wesselsbron, Bultfontein and Virginia next week if the principals were not allowed back to their offices.

Mr Nkonka said the principals had been expelled by students, "but strangely enough the blame is put on Sadtu".

He said students had promised the principals would be allowed back if management councils were replaced by parent/teacher/student associations.

Meanwhile in Soweto, not all pupils turned up yesterday despite the end of the teachers' strike.

DET spokesman Mr Solomo Msho-koe said his department recorded less than 75% attendance at all Soweto schools.

More than 5,000 Soweto teachers, mostly Sadtu members, ended their two-day strike yesterday. — Sapa
R33.5m boost for W Cape education

BY BARRY STREEK
Political Staff

A R33.5-million building programme to provide 13 new schools in the Western Cape, including 10 in Khayelitsha, was announced yesterday by the Minister of Education and Training, Mr Sam de Beer.

Enough schools would be available in Khayelitsha by January 1994 to cater for all pupils at currently projected numbers, he said yesterday.

Seven primary and three secondary schools — at a total cost of R27.5m — are to be built in Khayelitsha. Three other primary schools are to be erected at Philippi, Lwandle near Somerset West and Nyanga.

Mr De Beer said that by March next year the number of classrooms would increase from 676 to 904 — a 34% increase — and would provide additional classroom accommodation for 9,300 pupils.

A further 56 classrooms would be built between April and December 1993, providing accommodation for another 2,430 pupils.

"The new accommodation will include buildings for new secondary schools, which means that when the new schools come into use, Khayelitsha’s secondary schools will no longer need to share the facilities of other schools," Mr De Beer said.

"In other words, the platoon system will come to an end."

Since 1983, 21 primary schools and four secondary schools have opened.

Three schools will be ready for occupation by January 1993, four by March, two by April, and the rest by January 1994.

Focus on empty school in Mowbray

BY BARRY STREEK

THE government was giving urgent attention to the possible use of the empty Tafelberg Primary School in Mowbray, Minister of Education and Training, Mr Sam de Beer, said yesterday.

He said he had been in touch with the Minister of Public Works in the House of Assembly, Mr Adriaan Vlok, and the Minister of Education and Culture, Mr Piet Marais.

The previously all-white Tafelberg school has been occupied three times recently by pupils from Khayelitsha in protest against its closure and against overcrowding in their schools.
Non-racial
education:
Govt pledge

A NEW non-racial education system could be in place within the next 18 to 24 months, Education and Training Minister Mr Sam De Beer said this week.

Addressing a meeting of the Conference of Ministers of Education, Mr De Beer said it was crucial for all education departments to work towards a common goal, especially because of rapid political changes and progress in education.

The Conference of Ministers was held to discuss matters of mutual concern to all education departments in the self-governing territories and South Africa.

The structure of the new education system would have to be negotiated with other groups, Mr De Beer said.

Such a system would automatically do away with the present discrepancies in funding and ensure that the same financing formula would apply to pupils of all races, a ministry spokesman said.

BY NORMAN WEST
Political Reporter

He said education authorities had for the past two years been working towards the creation of a single system but the state could not make changes unilaterally. Education was an integral part of constitutional development and a new system had to be negotiated by all parties involved.

Gradual

Progress already made towards achieving a single education system included parity of conditions of service for teachers and the narrowing of the gap in per capita spending in black and white education.

Mr De Beer told the meeting his department was planning the gradual centralisation of the matric examination, a move aimed at improving the efficiency of administering the exams.

The possibility of publishing the names of successful Std 10 black candidates would also be investigated.

Mr De Beer also told dele-
Sasol spends more

SASOL's board has given the go-ahead for three projects, together costing R360-million and aimed at improving efficiency and lowering operating costs at its Secunda plants. (309)

Sasol is also considering other projects costing billions of rands — over and above the R2-billion work now under way. A trust (Guss) to be registered by the company will own 6.9% of the equity of the new company.

Of the capex approved this week, R200-million is for an extra oxygen plant at Sasol Three at Secunda. It will come on stream by June 1994.

Another R38-million has been allocated for the installation of additional wash towers and propylene chillers in the Rectisol gas purification plants at Secunda. The remaining R42-million will be spent on a project to facilitate continuous catalyst addition to some of the Sasol Synthal reactors at Secunda.

Damp squid

A BRIEF spurt in installment credit business in April and May has fizzled out and stagnation has set in, says Nedfin in its analysis of the banks' business in the second quarter.

Nedfin manager William Wolke says general banks are doing less business if activity in the second quarter is compared with the usual seasonal trends. There has also been a shift from instalment sale and leasing to mortgage finance.

Although instalment credit business written by banks in the second quarter increased by R393.2-million on the first quarter to R327.7-billion, activity late in the quarter was minimal.

Dorbyl in oil

Dorbyl is edging its way into the West African offshore oil industry through a venture with a North Sea technology partner. Chief executive David Mostert says Dorbyl group lifted its profit to more than R400-million in 1992 from R300-million five years ago. Capital spending on modernisation will top R130-million this year.

Directory deal

AC BRABY and Top Centre Novosti of Moscow have signed an agreement to publish a trade directory promoting South African goods in states that once formed the Soviet Union.

Novosti is one of Russia's leading information agencies and has now gone private. Top Centre is a consultancy and publication group with a trade promotion arm.

AC Braby, part of the Kobler Packaging group, will market the directory in SA.

Tax break

THE Government is considering removing the export requirement for companies claiming accelerated tax write-offs under Section 37F of the Income Tax Act.

This would in theory allow capital projects aimed at the domestic market to claim the tax benefit as soon as money is spent rather than when the business starts earning.

Somalia aid

THE SA Navy is to transport more than 300 tons of medicine, sugar, mealie meal, milk powder, oil and beans donated by the SA Muslim community to Somalia in mid-September.

The first shipment of aid for Somalia left yesterday on board an SA Air Force Hercules.

Finalists

SIX businesses have been nominated finalists for the 1992 Sandton Community Investment Awards.

They are Justine Cosmetics, Nissan, Pick 'n Pay, Natalie Knight Galleries, Eskom, The Sandton Chronicle and Sandton Motors.
Rates payment ‘would benefit white schools’

Staff Reporter

News that the Government is considering paying the municipal rates levied on schools has been welcomed.

However, black parents believe that white schools will be the main beneficiaries if the Government approves the plan.

Education Minister Piet Marais last week expressed hope that the Cabinet would accept the proposal.

But some black parents interviewed by The Star in Johannesburg said the move would benefit the parents of white pupils and a few black pupils who attended white schools, because township schools either paid minimal rates due to lack of facilities or did not pay rates at all due to boycotts.

Both State-aided Model C or semi-private schools and private schools stand to benefit from the announcement.

Said James Seals of Yeoville: “The proposals sound encouraging. They indicate willingness on the part of the Government to make education accessible.

“We hope the benefits will be significant enough to trickle down to parents of pupils from disadvantaged communities to enable them to send their children to better schools.”

Fiona Davis-Shulze of Bryanston said the news was heartening, but added: “We have to wait until the final word is said. It won’t help us to get excited now only to be given excuses some time in the future.”

Thomas Hlungwe of Soweto in Soweto said: “We haven’t been paying such things as municipal rates in the townships for years due to rent and electricity boycotts. And although it’s a positive step, it doesn’t mean much for parents in the black community save for those whose children attend white schools.”

Although Model C schools have decision-making powers, they rely on the Government for a subsidy covering the full salary of teachers. The remaining 25 percent of total costs is paid by the parents.
Worry over illiteracy among SA's adult blacks

Education Reporter

INTERNATIONAL Literacy Day today has been marked by concern that 45 percent of adult South African blacks are illiterate and one in three women is semi-literate or illiterate.

Adult education body Operation Upgrade noted in a statement that the debilitating effects of illiteracy were difficult to imagine. The illiteracy crisis had to be tackled urgently.

According to Operation Upgrade, only 30 percent of blacks are literate and less than one percent of the illiterate and semi-literate population were having any form of literacy training.

Operation Upgrade patron, Democratic Party MP Ms Carole Charlewood, said while 50 percent of South African university graduates were women "a shocking one in three women is semi-literate or illiterate".

Operation Upgrade today launches a range of new methods for mother-tongue and English literacy.
State funds ‘insufficient to cover education costs’

THE state no longer had the financial capability to finance education in its present form, National Education Minister Piet Marais said yesterday.

Speaking at the launch of the SA Institute for Distance Education, Marais said that even by introducing compulsory schooling for nine years — which might be possible provided there was positive economic growth and higher pupil:teacher ratios — the needs of millions outside the formal education system, and those adults who had never attended school, would not be addressed.

People had expectations that their living standards would increase, but, given the economic prospects, there was doubt as to whether such expectations could be met, he said.

Marais said alternatives would have to be found, and initiatives such as the institute had a major role to play in promoting educational innovation in SA.

Lack of business ethics a worrying issue

SA BUSINESS was losing its sense of ethics, Johannesburg Chamber of Commerce and Industry president Stuart Morris said yesterday.

"The lack of honest dealing in some business practices is becoming a matter of concern," he said. Lax controls and questionable social morality had given rise to bribery, corruption and consumer abuses.

"Obviously a business has the obligation to make a profit. The question is whether those profits should be made dishonestly," Morris called for prosecution of those found guilty of business malpractices. Long-term investments would dry up because of decay, inefficiency, rising costs, reduced state revenue and higher taxation.
Staff Reporter

FED up with waiting for a division of interests between black school principals and five hours of unscheduled and "unfruitful" talks with the Department of Education and Training's Western Cape regional director Mr Johan Brand yesterday. CT 8/9/92

The talks will be assessed at a meeting of principals tomorrow.

"Jamming" the DRT with delayed paperwork was an option, as it would not affect pupils' tuition, said New Crossroads' Nomlinganiselo School principal Mr Solomon Makosana.
Pupils may choose to do 2nd-language

Govt seeks ‘winning’ plan

- Richardson was ‘under Winnie’s influence’

The evidence as a whole did not exclude the reasonable possibility that Richardson acted under Mrs Mandela’s influence, and rather tended to confirm this.

It was significant that Mrs Mandela, although invited by Richardson’s attorney to decline to testify for the defence, her influence made it, in the circumstances of the case he regarded as a mitigating factor.

The judge said that when only the aggravating features were taken into account, the death sentence would plainly be a proper one. But allowing also for the mitigating factors, he did not regard it as the only proper sentence.

Goldstone task force; Names soon

Johannesburg Bureau

THE exact structure, as well as the names of the members, of the task force which would advise the Goldstone Commission in probing political violence may be announced by the end of the week, a spokesman for the commission said.

The spokesman, who asked not to be named, said yesterday the commission was still setting up the final structures and selecting the team.

The formation of the task force was announced on August 23 and was described by Justice Minister Mr Kebie Coetzee as one of the most important steps taken to counter political violence.

The team, which will be acceptable to the commission, will be monitored by United Nations observers.

UN to come at weekend

NEW YORK - Leader of the UN mission to South Africa has been named as Ms Angola, a Jamaican UN official.

Own Correspondent

Johannesburg - A decision to drop second-language courses as compulsory for students could be taken this week by education officials.

A discussion document, which forms part of the review of compulsory language subjects, will be submitted to the Committee of Heads of Education Departments (CHED) on Friday.

The document was drafted last year by the committee and recommends that matriculants write only five subjects for their final examination instead of the current six. The subject dropped is likely to be the second language, meaning students could choose to study English or Afrikaans.

The initial document proposed second languages be compulsory up to Std 9 in the formerly white schools of the Education and Culture Department. In Department of Education and Training schools, current legislation allows for black pupils to study Afrikaans up to Std 8, with an option to study an African language thereafter.

The revised document incorporates contributions and comments from a broad range of organisations. After it has been debated on Friday, the committee will decide whether to recommend changes suggested to National Education Minister Mr Piet Marais.

Last November, following proposals made by the committee on a new education system, the Federal Executive Council agreed to withdraw the programme of political violence after a meeting with the government. The committee has now been set up to advise the government on the matter.

Mr Marais’s predecessor, Mr Louis Pienaar, responded by saying that the proposals had acknowledged the status of Afrikaans as the national language and communication language in South Africa and in other indigenous languages.
PRETORIA. — The current racially based education system had to be reformed to a geographically based system, Education and Training Minister Mr Sam de Beer said yesterday.

He told the Transvaal National Party congress this meant that in every region an education department would be established which had to provide for all the inhabitants in that territory instead of the system in which four departments were responsible for schools countrywide. This proposal formed part of the government's broad vision for a future education system. — Sapa.
Jobless get milk of human kindness

HENRIETTE GELDENHUYS
Staff Reporter

ABOUT 125 jobless were given free fresh milk and maas by a dairy after two hours of negotiation.

The Western Cape Unemployed Workers' Union members, who arrived at the Dairybelle factory at 2pm yesterday and demanded that free milk be delivered to 10 600 members twice a day, dispersed peacefully at 4.10pm after forming a queue and each being handed two 500ml cartons of milk and 500ml maas.

Dairybelle acting general manager Mr Thys van Vuuren promised that management would meet a union delegation for discussions.

During negotiations between Mr Van Vuuren and union leaders about 15 Dairybelle management staff watched enthusiastic protesters toyi-toyi, sing and shout slogans.

Some protesters waited behind iron gates facing Cochrane Avenue until 5.20pm, when management allowed security to admit them.

"We understand the problems of the jobless and we have always tried to keep the price of milk as low as possible and to make it accessible to all," said Mr Van Vuuren.

But we are getting thousands and thousands of letters asking for help," he said.

Union spokeswoman Ms Nomalizo Mafenaka said the union's free milk demand was unreasonable.

"We can hardly afford to buy milk and bread, the cheapest and most basic food products," she said.

The jobless seemed happy with the hand-outs and many said "thank you" in Xhosa before leaving.

"Something is better than nothing," said smiling union official Ms Margaret Sigonyela.

"Next time I'll ask for cheese," said Ms Nora Makanana, a single mother of three from Khayelitsha.

Dairybelle workers, members of the Food and Allied Workers' Union, "fully supported" the unemployed union members, said shop steward Mr Sixolo Templeton.

ALL SMILES: Western Cape Unemployed Workers' Union members are clearly delighted with their free maas from an Epping dairy.

Peace Accord lauded for Mowbray school decision

JOHN VILJOEN
Education Reporter

SUCCESSFUL negotiations over the use of Tafelberg School in Mowbray proved the worth of regional dispute resolution committees.

He was speaking after the announcement yesterday that Thandokhulu Secondary School in Khayelitsha would be able to use the school from October 1.

The Cape Education Department has found other premises for the education technology centre it was to set up at Tafelberg.

Thandokhulu is one of nine Khayelitsha schools operating on a "platoon" system in shared buildings.

Two others, Bumluko High and Inthankana High, took possession of two vacant District Six schools last week in terms of an agreement with the Cape Technikon.

Groote Schuur Democratic Party MP Ms Dene Smuts said the Thandokhulu pupils would be welcomed in her constituency "with open arms".

They were coming to a community which prized education and to the home of several educational institutions at the forefront of efforts to open to all, she said.

Negotiations are under way with City Tramways to transport the pupils.

School principals ban inspectors in disruption drive

BLACK Western Cape school principals have banned Department of Education and Training inspectors from their premises as a first step in their attempt to disrupt school administration.

They have also forced a DET teacher-training course in Khayelitsha to be abandoned, said Mr Solomon Makosana, spokesperson for the Western Cape Black Principals' Forum.

Instructors from Johannesburg and Port Elizabeth had gone home early, he said.

Earlier this week, more than 50 principals threatened to "jam" administration unless their demands for better conditions in schools and improved terms of employment were met.
Armscor employee dismissed after hearing

ARMSCOR employee Nico Palm has been found guilty by an internal disciplinary committee of irregularities in diverting arms contracts to a company in which he had an interest, an Armscor spokesman said last night. Palm was immediately dismissed and the matter would now be handed to the SAP for criminal investigation, the spokesman said.

Palm was found guilty of initiating a process whereby Armscor contracts were placed with a close corporation in which he had an interest. He is believed to be a "silent partner" in the close corporation Geo International Trading — currently involved in liquidation proceedings in the Pretoria Supreme Court.

Spescom Electronics earlier this year was granted an order against a former employee and member of Geo International, "Bingo" Kruger, for almost R1m — the profit Spescom estimated it would have earned had Armscor contracts not been diverted to Geo International. Kruger has been declared insolvent and Spescom has moved to get the money from Geo International. Court proceedings are being held in camera.

Last week, former SADF Special Forces head and former CCB chairman Maj-Gen Joep Joubert was subpoenaed to give evidence at the liquidation hearing, amid allegations Geo International had strong CCB links.

Spescom executive chairman Tony Farrah confirmed last night his company was continuing with liquidation proceedings against Geo International and that the next court date was set for November 30.

The Office for Serious Economic Offences is investigating possible fraudulent transactions and possible personal gain by employees of Armscor.

Control education spending, says DP

MUCH stricter control was needed over education departments' spending — some of which amounted to little more than pouring money down a black hole, DP education spokesman Roger Burrows said yesterday.

Burrows said the DP did not believe that the current 22% of the state budget allocated to education could be increased. But, he said, government needed to reassess its priorities.

Meanwhile, the Department of Education and Culture has made Tafelberg School in Cape Town available to the Department of Education and Training (DET).

National Education Minister Piet Marais said the school was made available in light of the DET's immediate need for the accommodation.
BLOEMFONTEIN. — The white school at Hertzogville in the Free State was placed under police guard after the ANC apparently announced black Std 9 and matric pupils would attempt to enter the school yesterday morning.

SADF personnel joined police from Bloemfontein and Kimberley in cordoning off Malebogo, near Hertzogville, and searching the area during the day. No arrests were made.

Police said an illegal march was held by residents during the operation. — Sapa
The Star pledges backing for literacy programme

Education Report

The Star pledged its support yesterday for a year-long countrywide literacy programme which is organised under the auspices of the READ organisation.

The pledge was signed by The Star’s Editor-in-Chief Richard Steyn and news editor Quraysh Patel.

Already, local celebrities Bruce Fordyce, Sugarboy Malinga, Yvonne Chaka Chaka, Marks Maponyane, Andrea Stelzer and Sasha Lee Watson have thrown their weight behind the Readathon literacy campaign.

Readathon activities will peak tomorrow when about 8 million schoolchildren are expected to “make their stand for a better-educated future by reading”.

Three Std 2 pupils from Rivonia Primary School, Chong Hyun Chang (10), Melissa Dobrovic (9) and Theby Nkosil (10), visited The Star offices yesterday as part of Readathon week.
Wits aims to develop oral skills

The problem, which was evident the term, was that students were unable to express themselves clearly in English. The oral skills education program, therefore, aimed at addressing this issue.

Wits offers training workshops for students to improve their oral skills. These workshops are designed to enhance students' ability to communicate effectively in English.

The workshops include activities such as discussion groups, role-plays, and other interactive sessions. The goal is to enable students to communicate more fluently and confidently in English.

The program is currently running, and students have reported noticeable improvements in their oral skills.

The University of the Western Cape's School of Education aims to focus on enhancing students' oral skills. The workshops are designed to provide students with the necessary tools to communicate effectively in English.

The workshops are designed to be accessible to all students, regardless of their background or level of proficiency in English. The aim is to enable students to develop the necessary skills to communicate effectively in English.

The workshops are designed to be interactive, with students encouraged to participate actively. The sessions are designed to be fun and engaging, with students learning through a combination of theoretical and practical activities.

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Forum to meet de Klerk

Ahmed Essop, NEC spokesperson

(NEC) will meet state President

Learning Nation 11 - September 1992 Page 8
Scheme to help black students

Students and a financing organisation will meet to discuss the establishment of a National Loan and Bursary Scheme to aid more than 8,000 disadvantaged students at tertiary institutions in December in Johannesburg. (SF)

The two major groups to discuss the project are the South African Students Congress (Sasco) and the Independent Development Trust (IDT).

Sasco spokesman Musa Madlala said the planned bursary scheme would ensure that the historical inequalities were addressed. "Sasco continues to be extremely concerned about the issue of financial exclusion of students in tertiary institutions. Our position is that the IDT should assist in addressing the crisis facing the students."

"Approaches would be made jointly by the congress and the IDT to different institutions to help students. Institutions would then make applications to the IDT for the necessary financial assistance," said Madlala.
Magazine for rural reading

Document content:

Parked away in the basement of a little street building are the offices of the Afrikaans community magazine, Ons Leer Maak. This project may be unimportant to the editors of Cape Town, but it has profound meaning to many rural communities and literary organizations. The magazine is one of a few accessible sources of information for marginalized Afrikaans-speaking communities in rural areas. It is also the only regularly published magazine that is appropriate for Afrikaans first-language adult literacy teaching.

Over the past five years Ons Leer Maak has grown from a modest and cheaply produced pamphlet to an easy-to-read magazine. The format has changed significantly, but the focus remains on providing material related to the lives of adult literacy learners. In 1997, they formed a voluntary organization called the Samewerkingwag Eerste-Linguales (SAC) and produced their first issue since then.

According to Daune Botsch, one of the founding members, they soon realized that more people than just literacy learners could benefit from Ons Leer Maak. The magazine increased its subscription base by offering it to the broader community. The magazine was expanded to four issues a year in 1999.

The magazine is written in an informal, conversational style, making it accessible to people of all ages and backgrounds. It is a regular feature of the community, providing a platform for literacy learners to express their views and share their experiences.

Popularity culture

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Resource for rural Afrikaans speakers

John Schutte works as an educational developer on a Genet farm and is active in the local community. In this overview he shares his views on the impact of media on rural Afrikanskus.

The rural people find Ons Leer Maak useful and they enjoy reading the magazine.

It is a big change because of its simplicity. It benefits people in rural areas because it is in Afrikaans, the mother tongue of most rural communities in the Cape Province. The articles are topically, educationally and socially in touch with issues that everyone can understand and relate to.

You work on farms, communicating with the workers. How do you experience Ons Leer Maak?

Ons Leer Maak is a regular feature in the community magazine for the rural Afrikaners. It is often their first exposure to media with a focus on their interests and their work. They are encouraged to read it and bring it to others in their community. It is a way to bridge the gap between rural and urban communities.

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Matric losing 2nd language ‘speculation’

SPECULATION that second-language courses may be dropped as compulsory matric subjects has been dismissed as “premature” by National Education minister Mr Piet Marais.

Reports earlier this week indicated that the Committee of Heads of Education Departments (CHED), which met yesterday, may decide on a proposal that matric students write only five final examinations instead of six.

Mr Marais said this “would help prevent an overloaded curriculum”.

CT 12/1992
Douglas Wagenstrom is the distribution officer of Ons Leer Mekaar. He speaks about how the magazine is distributed to rural communities.

**What are your duties as distribution officer of Ons Leer Mekaar?**

My duty is to make the magazine available to communities in the urban and rural areas as well as literacy learners. Because we are a rural magazine, priority goes to the rural areas. We distribute the magazine through sellers who receive commission and we have subscribers.

**You are in the process of establishing a network of sellers. How do you go about recruiting sellers?**

This was a very slow process. We started with trips to the rural areas in 1991 to recruit sellers and we only see the results now. We aim to have personal contact with all sellers because we want to acknowledge their contribution. We must therefore go on trips frequently — not just one visit to an area and then never again.

I have worked with a number of organisations in Cape Town such as Lawyers for Human Rights, Sached, Diakonale Dienste and the Media Trainers’ Forum, as well as trade unions like Fawu. One must not operate in a vacuum. Because I liaise with other organisations they also use Ons Leer Mekaar as a tool to effectively communicate with rural communities. In working with other organisations I obtained valuable contacts in rural towns.

On my first trip, I realised that our readers are very sceptical about city-based organisations. They bombarded me with questions of who writes the magazine, where the funds come from and if we were not just out to exploit them. But when you visit them a second time or a third time, they feel that you don’t just come and use the rural areas for your own gain. They find the magazine useful and claim their share in its success.

**Have you had any interesting experiences on your trips?**

My first trip was to Namakwaland. It was a challenge because I did not have any contacts in the area. We planned the trip from the city and I was not well prepared. Going there, without a place to stay and with little knowledge of how the people live was difficult. But I could gain experience from this trip. Today we have sellers covering most of Namakwaland.

In some areas where we did not have any contact, I had to knock on people’s doors to tell them about Ons Leer Mekaar. In one town I visited a Dameskie to see if he wanted to become a seller and he did not want to open the door for me.

It also helps if we publish articles about areas before we visit them. Prior to visiting Blanikloof, for example, we wrote about this displaced community and I was welcomed with open arms. The highlight of that trip was being invited to a conference that was organised for the communities around Leliseforet. It was the first time in my life that I had to speak in front of so many people. But it went well and I made many valuable contacts and friends.

**You saw the circulation rise from virtually nothing. The last issue was sold out in one week. How do you feel about that?**

When I came to Ons Leer Mekaar there was no distribution person and as a result the magazine was not distributed widely. I had no experience of distribution and this was a new field for me. I had to work out my own strategies. Regular trips and frequent telephone contact was the answer. Furthermore, I continuously attend conferences, workshops and training programmes where I introduce Ons Leer Mekaar to the people. We also have a very good relationship with some city and provincial libraries from where we get regular requests for subscriptions.

**What are your worst fears for the magazine?**

It has a bad effect on the magazine if we are constantly faced with funding problems. If Ons Leer Mekaar cannot come out due to funding it will be a great loss for the communities we serve. I see the magazine as a mouth-piece of the workers in the rural areas. It seems that people forget about the down-trodden and struggling rural communities. As some of our readers ask: “We hear about the new South-Africa, but when can we feel and see the effects of it?”

**What are your hopes and aspirations for the future of Ons Leer Mekaar?**

My aspirations in terms of the distribution of Ons Leer Mekaar is that even if we print 50 000 copies of the magazine it must still be distributed through community sellers and that the personal touch must always be maintained. I also see the magazine being a household name, not only in the Cape rural areas but everywhere where the language is spoken. Afrikaans is not the property of Afrikaner Nationalists. It lives in the hearts and minds of many people who have been marginalised by apartheid. Ons Leer Mekaar must belong to them.
Learning to read and write

Long-time literacy worker Ms Fatima Pandy, the programme co-ordinator of the Adult Basic Education Programme (ABEP) at the Centre for Continuing Education of the Peninsula Technikon, is of the opinion that Ons Leer Mekaar provides a much needed resource for rural people and literacy learners. Although the content can sometimes be too difficult for literacy learners and not particularly relevant to urban learners, they find Ons Leer Mekaar very useful as a material for their classes.

She says: "The magazine is a valuable tool for lesson material in literacy classes, but because the content is often specifically focused on rural people it can only be used to a limited effect in classes held in urban areas." She understands the dilemma of Ons Leer Mekaar, though: "Because funding and resources are often centred around urban areas which results in the marginalisation of the rural communities it is good that Ons Leer Mekaar primarily targets rural communities. Being the only Afrikaans magazine accessible to literacy learners, it is important for this magazine to try and incorporate some articles of interest to people living in urban centres."

On the question of how the magazine is currently being used by the Adult Basic Education Programme, Ms Pandy said that they use some of the articles to develop lessons, and it is used as easy reading material for advanced learners. "We are busy developing a curriculum for our adult education classes and therefore the role of the magazine is changing in our classes. In future it will be a magazine in which the literacy learners can read about what is happening politically, economically and important health issues such as Aids."

"Essentially," she says, "I see it as a medium where the disadvantaged people will have access to alternative Afrikaans media that is important in the changing political period that the country is going through at the moment. I also see the importance of the magazine of getting out into the far reaching communities with regard to relevant issues such as voter-education, whereby the magazine could be used to educate people around the processes of voting. This is all on the assumption that they can read."

Ms Pandy said that the learners at the ABEP classes find the Ons Leer Mekaar very useful because they can borrow it from the resource centre and they would always come back and ask when the new issue will appear. She also said that Ons Leer Mekaar should take into account that those with the newly acquired skill of reading are sometimes very frightened of the written word.

The special literacy supplement, which was started recently, will benefit, rather than alienate, new readers. New readers, who are not members of literacy groups, will also benefit from this supplement.
Millions read for literacy

By Phil Molefe
Education Reporter

More than 8 million children took part in countrywide reading sessions on Friday as part of the Readathon literacy campaign.

In Soweto, pupils from 56 schools in the township took to the streets — this time to read to the public.

They lined the streets in Diepkloof Zone 6 and at the Baragwanath taxi rank.

"It was an exciting experience although some parents were nervous at first, thinking that the pupils were on a class boycott or out on mischief," said Thandi Chaane of the READ organisation.

Johannesburg suburbs also sprang to life as scores of pupils from the city's mixed schools poured into the streets.

Some employers allowed staff to read for 30 minutes during working hours.

The literacy campaign is an annual event organised under the auspices of READ.
ADULT literacy is more than part of a social awareness programme; it should be used to develop informed consumers, according to Perm marketing director Richard Ford.

The Perm had used educational media to reach potential clients. The adult literacy magazine, Learn & Teach, had been particularly successful at conveying complex information in an accessible form, he said.

Learn & Teach was set up 11 years ago to supplement English reading for people with basic literacy skills, and for whom English was a second, third, or even fourth language.

It had also aroused interest in corporate circles as a means of communicating with employees. Companies such as Dorbyl, Plate Glass, Eskom and CNA had ordered sets for workers taking part in literacy training.

Financial institutions in particular did not spend enough time with the consumer. For example, the cost of transferring a house on purchase, bank charges, and interest rates were not adequately explained, and the relationship between consumer and financier broke down because a banker did not take the time to discuss them.

Ford said advertising in a publication that had a long track record in educational and social involvement — Learn & Teach was closely associated with anti-apartheid activities during the 80s — promoted corporate credibility in the community.

Another advantage was that it had a high pass-on rate, estimated at between five and 10 people per copy, and also had a long shelf life.

Wits University's adult literacy unit head Edward French said Learn & Teach offered information not available elsewhere, for example on health, housing and legal issues, as well as pure educational material.

Getting involved with education not only improved the company's image in the community but also made it easier to upgrade employee training, develop its skills base and foster better worker-employee relationships, French said.
UCT is going to turn green

JOHN YELD
Environment Reporter

DURING its long and often-controversial history, the University of Cape Town has been accused of being too red, too white, too pinko-liberal... but, there are likely to be few complaints when it turns green later this month.

Following a suggestion by the campus branch of Earthlife Africa, the university formally has adopted a recycling campaign, under the patronage of deputy vice-chancellor Dr Mamphela Ramphele and managed by UCT's Organisation for Applied Research.

It is believed to be a first for South African universities.

All recyclable materials like paper, glass, metal and plastics will be separated at source by campus staff and placed in containers provided by industrial companies who will be buying the materials.

Long-term contracts have been negotiated with these firms.

Bottle and paper banks for outside use also are being provided and can crushers are being placed at strategic points on campus.

Profits from the recycling campaign will be split equally between the library fund and UCT workers.

"The objectives of the campaign will be to impress on the overall UCT community the need to reduce consumption, reuse resources where possible, and recycle—or save for recycling—products for which there's a viable market," explained Dr Frank Raimondo, managing director of the Organisation for Applied Research.

"The university acknowledges its environmental responsibility. It will be setting an example for the surrounding community and introducing an environmental awareness for the leaders of the future."

The public has been invited to the launch at Jameson Hall during lunch hour on September 29.

There will be exhibitions showing how recycled materials are used—including a papermaking demonstration—and presentations by major conservation organisations in the Capi.
Extra burden for school principals as state hands over

Education Reporter

PRINCIPALS have added responsibilities regarding the safety of their staff and pupils under Model C provisions.

Mr Hannes Struyweg, regional manager of the National Occupational Safety Association (Nosa), said that in the past, the Department of Manpower had been responsible for safety at schools.

Under Model C, which turned principals into "managing directors", ownership of the school buildings shifted from the state to the school, and with it responsibilities for safety.

Now the governing body, and ultimately the school principal as chief executive, was responsible for the safety of teachers in terms of the Machine Act (Machinery and Occupational Safety Act of 1983).

Any company with more than 20 employees has to appoint a safety officer who is responsible for carrying out safety inspections at regular intervals.

In the case of a school, the safety officer could be a teacher who would report regularly to the principal, Mr Struyweg said.

The safety officer has to conduct a risk survey to identify possible hazardous areas at the school.

The most probable risk areas at school are woodwork rooms, which contain potentially dangerous machinery, and science laboratories which contain hazardous chemicals.

While principals are not directly responsible for the safety of pupils, they are required to ensure that all "machinery" pupils use is safe.

This extends to sports equipment and teaching aids such as overhead projectors, Mr Struyweg said.

According to Nosa, principals, "if they fail to act on any of the safety representatives' or safety committee's findings, and any person, albeit a pupil, visitor or staff member is injured because of his failure to heed these recommendations", will be guilty of an offence and could face a maximum of two years in jail or a R20 000 fine, or both.
School fees set to rise in rates shock

Et 14/1/92 Staff Reporter

FEES at Model C schools are set to rise dramatically next year to pay for municipal rates.

Wynberg Boys High School principal Mr Rowan Algie said yesterday he expected school fees to increase by as much as 15% in the second half of next year to pay the school's municipal rates bill.

A spokesman for the Minister of National Education and Culture, Mr Piet Marais, said the "necessary forums" were being consulted and Parliament would make a decision shortly.

The senior deputy principal of Pinelands High School, Mr Jim Slater, said the unofficial word from the Cape Education Department was that schools would be expected to pay municipal rates in the coming financial year.

Both Mr John Wegerhoff, headmaster of Gardens Commercial High School, and Mr John Herholdt of Tamboers Kloof Primary, said their municipal rates constituted a "sizeable sum" and parents were in for a shock if the schools became eligible for these costs.
Systems in demand to help run schools

Companies quick off the mark can gain competitive advantage, a fact illustrated by the new-found demand for software systems geared to handle accounting and administration at Model C schools around SA.

Now that these schools must be run along business lines, and account for all their income and spending, they are keen to use computer systems to help.

A software module has been designed by Coopers Theron du Toit and Select Software, based on the budget-priced Select Pastel accounting programme.

Facilities required by these schools, which include receipts, special invoicing systems and other financial management tools, are incorporated in the package.

Coopers Theron du Toit partner Annette van der Laan says scholar accounts incorporating fees for various activities are now available. She says it is difficult to use standard accounting packages because schools need to analyse their fees budgets against actual fees received.

"Special receipts are also important for cash flow purposes because, compared to the past, much larger amounts of money are now received on a daily basis.

"School expenses must also be catered for. Whereas in the past the education department paid most expenses, schools must now do this themselves, so budgeting and cash flow controls are paramount."

Other systems on the market mainly comprise administration systems. She says she has not yet come across systems for integrated financial accounting.

Select Software R & D director Mike Katz says apart from the addition of procedures for managing Model C schools, a training course is provided. Pastel is established in the educational market, with an educational version of its software being used for pupils in technician and other training establishments.

"We are now developing a school administration system to handle report cards, timetables and other facilities. This will also link into the Pastel programme."

Katz says many schools use part-time accountants and must now run their schools as efficiently as possible.

"Another advantage of the programme is that it works in both English and Afrikaans," he adds.

In another development, Starlan Systems is encouraging schools and technicians to become marketing agents of the Sony Laser Library CD-ROM system.

Starlan Systems MD Malcolm Seymour says schools can earn much-needed revenue by marketing the system which consists of a compact disk or CD-ROM drive, headphones and more than 3,5GBytes of software.

The system includes Compton's encyclopedia, a division of Britannica, Microsoft's Bookshelf, Languages of the World, National Geographic Mammals, World Atlas and an animated Mother Goose cartoon. It will be sold directly by schools and technicians and will cost significantly less than at retail level.
Advertisings bursary

The FM is to award a bursary for a student to study full-time at the Association of Advertising Agencies' School of Advertising. The money comes out of the proceeds of the international conference, "Welcome Back to World Advertising," held in May.

The bursary will cover fees and provide for some living expenses for three years. Though race will not be a criterion for selection, preference will be given to a suitably qualified person from a disadvantaged community who is in need of financial assistance.

Another FM advertising conference is planned for next May with a high-powered panel of speakers from abroad. It is intended that the conference will be an annual or biennial event.

Tony Keohane
No. 2651 18 September 1992

WET OP STREEKDIENSTERADE, 1985
(WET No. 109 VAN 1985)

BEKENDMAKING VAN TARIEF

WEST-KAAPSE STREEKDIENSTERAAD

Ek, Derek Lyle Keys, Minister van Finansies, maak, kragtens die bevoegdheid aan my verleen in die omskrywing van, “streeksvestigingsheffing” in artikel 1 van die Wet op Streeksdiensdistrade, 1985 (Wet No. 109 van 1985), hierby bekend dat die West-Kaapse Streeksdiensteraad met my instemming die tariet vir die berekening van—

die streeksvestigingsheffing in sy streek verhoog het vanaf 0,15 persent na 0,17 persent plus belasting op toegevoegde waarde gehef ingevolge artikel 7 van die Wet op Belasting op Toegevoegde Waarde, 1991 (Wet No. 89 van 1991), van die bedrag waarop sodanige streeksdiensheffing afdus bereken word:

Met dien verstande dat ‘n korting van 25 persent aan boerderyondernemings toegekend sal word.

Die verhoogde heffings is betaalbaar met ingang van 1 Oktober 1992.

D. L. KEYS,
Minister van Finansies.

DEPARTEMENT VAN KORREKTIEWE DIENSTE

No. 2517 18 September 1992

STAATSDIENSTEBEURSKEMA: 1993

DEPARTEMENT VAN KORREKTIEWE DIENSTE

1. Die doel van die Beurskema is om voltydse beurse aan applikante beskikbaar te stel ter verwerwing van die volgende kwalifikasies:
   - BA (MW)-graad.
   - BSc Rekenaarwetenskap/B Comm Inligtingsstelsels.
   - MA Kliniese Siektekunde. (Alle registrasiekkategorieë.)
   - B Pharm-graad.

2. Algemene maatstawwe en vereistes:
   2.1 Die aantal beurse in elke rigting word bepaal deur die Departement van Korrektiewe Dienste se behoeftes aan opgelêde personeel in die onderskeie rigtings en die beskikbaarheid van fondse, en applikante ding volgens merite om beurse mee.
   2.2 Applikante moet—
      - van voorneme wees om ‘n loopbaan in die Departement van Korrektiewe Dienste te volg en aan alle aanstellingsvereistes vol doen;
      - Suid-Afrikaanse burgers wees;

No. 2517 18 September 1992

REGIONAL SERVICES COUNCILS ACT, 1985
(Act No. 109 of 1985)

PUBLICATION OF RATE

WESTERN CAPE REGIONAL SERVICES COUNCIL

I, Derek Lyle Keys, Minister of Finance, hereby make known, under the powers vested in me in the definition of “regional establishment levy”, in section 1 of the Regional Services Councils Act 1985 (Act No. 109 of 1985), that the Western Cape Regional Services Council has with my concurrence, increased the rate for the calculation of—

the regional establishment levy in its region from 0,15 per cent to 0,17 per cent plus value-added tax levied in terms of section 7 of the Value-Added Tax Act, 1991 (Act No. 89 of 1991), of the amount on which such regional establishment levy is to be so calculated:

Provided that a discount of 25 per cent will be allowed to farming enterprises.

The increased levies are payable with effect from 1 October 1992.

D. L. KEYS,
Minister of Finance.

DEPARTMENT OF CORRECTIONAL SERVICES

No. 2517 18 September 1992

PUBLICATION OF RATE

DEPARTMENT OF CORRECTIONAL SERVICES

1. The purpose of the Public Bursary Scheme is to make full-time bursaries available to applicants to attain the following qualifications:
   - BA (SW) degree.
   - BSc Computer Science/B Comm Information Systems.
   - MA Clinical Psychology. (All registration categories.)
   - B Pharm degree.

2. General criteria and requirements:
   2.1 The number of bursaries in each field is determined by the requirements of the Department of Correctional Services in regard to trained staff in the various fields and by the availability of funds, and applicants compete for bursaries on merit.
   2.2 Applicants must—
      - intend to take up a career in the Department of Correctional Services and to comply with all appointment requirements;
      - be South African citizens;
in possession of at least a Standard 10 Certificate with English and Afrikaans as subjects; and
 successfully complete the studies in which they are engaged by the end of 1992;
 obtain the exemption as from the relevant educational institution.

3. The following categories of persons may apply for the bursary scheme:

• Students at universities who have already completed part of a course.
• Persons who had obtained the Standard 10 Certificate in 1992 or earlier.

4. Method of application:

4.1 Applicants must complete a form KVA 95 and at the same time also apply for employment in the Department of Correctional Services at the nearest prison. The application forms are available at all the various prisons.

4.2 Applicants should include the following documents with their applications:

• Interested persons should first pass the required admission requirements/selection requirements at the university and submit proof to this effect; and
• a certified copy of an official statement of symbols obtained in the Standard 10 final examination, if the examination has already been written; or
• a certified copy of an official statement of symbols obtained in Standard 9 final examination where the Standard 10 examination has to be written during 1992; and
• a certified copy of a complete official study record together with symbols or examination marks obtained if they have already completed any post-school examinations.

5. Address:

Enquiries should be addressed to the Commissioner, Correctional Services, Private Bag X136, Pretoria, 0001. “For Attention: Personnel Privileges, Church Street 124,” Room 837, Poyntons West Block, Church Street, Telephone (012) 207-0235.

6. Conditions:

6.1 Successful applicants would be required to take the prescribed study courses and major subjects and to obtain the required qualifications within the prescribed minimum duration of the course.

6.2 The candidates must be prepared to enter into an agreement with the Department of Correctional Services to serve the Department as a counter-performance, after the successful completion of their studies, for one year in respect of every year during which the bursary was utilized.
7. **General and closing date:**

7.1 BA (SW) degree.

- BSc Computer Science/B Com Information Systems.
- B Pharm degree.
- Bursary holders study full-time without salary and receive full salary during the university holidays when they perform duty.
- The bursary fees for the above-mentioned qualifications are now R9 300 per year and include class, examination and registration fees.

- **Closing date:** 30 September 1992.

7.2 MA clinical Psychology. (All registration categories.)

- Bursary holders study full-time with retention of salary and are responsible for their own study expenses.

- **Closing date:** 29 November 1992.

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DEPARTMENT OF NATIONAL EDUCATION

No. 2623 18 September 1992

WET OP NASIONALE GEDEKKWAARDIGHEDE,
No. 28 VAN 1969
BERGINGSPERMIT

Ingevolge artikel 12 (2C) (c) van die Wet op Nasionale Gedenkwaardighede (Wet 28 van 1969), bied die Raad vir Nasionale Gedenkwaardighede hierby geleentheid vir die rig van vertoë oor die uitreiking van 'n bergingspermit vir die stoomskip "Itzehoe", wat op 24 Mei 1911 naby Port Elizabeth gestrand het.

Sodanige vertoë moet die Raad vir Nasionale Gedenkwaardighede, Postbus 4637, Kaapstad, 8000, binne drie weke vanaf die datum van die publikasie van hierdie kennisgewing bereik.

G. S. HOFMEYR,
Direkteur: Raad vir Nasionale Gedenkwaardighede.

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DEPARTMENT OF STATE EXPENDITURE

No. 2617 18 September 1992

Statement of Receipts into and Transfers from the Exchequer Account for the period 1 April 1992 to 30 August 1992.

Tresury, Pretoria.
Model C students face textbook costs

Staff Reporter

MODEL C schools are urgently addressing the need to provide their own school textbooks from next year and most hope that by renting books to pupils on a yearly basis, substantial increases in school fees can be prevented.

Next year a new set of matric textbooks, excluding textbooks, will cost an average of R225,42 per pupil. The average cost of new Std 5 textbooks will total R122,65 over a spread of six subjects.

These figures were calculated by a large national book supplier in the city from the average cost of three or more books per subject.

Matric books are the most expensive with the average cost of a grammar book in English or Afrikaans being R40,85. Biology books go for an average of R38,43 and history R35,38 while the science/maths route will set a parent back R38,14 and R36,77 respectively.

Fortunately there will be little change to high school syllabuses in the Cape next year and many schools will roll over their supply of existing textbooks and charge parents a levy to upgrade and maintain the stock.

The headmaster of SACS, Mr Gordon Law, said the school would be charging all matric students a levy of R200 for the use of existing textbooks of which they would probably recover R100 if the books were returned in good condition.

Mr John Wegerhoff, principal of the Gardens Commercial High School, said a levy of about R40 a pupil would be sufficient to keep up the school’s stock of textbooks.

Wynberg Girls High and Good Hope Seminary are also investigating this option rather than making parents face the cost of new textbooks at the start of the year together with the high cost of school uniforms.

Sons Souci headmistress Mrs Fiona Watson said the school aimed to sell existing books second-hand and would try to “strike a deal” with suppliers to sell books in bulk directly to the school in the future.
Johannesburg—Pupils whose parents are unable to pay the compulsory school fees at Model C schools may not be excluded from the schools, the Minister of National Education, Mr Piet Marais, said yesterday.

Discussing Model C—or partially state-subsidised—schools at the National Party's Transvaal congress, Mr Marais said these schools were currently empowered to limit access to white pupils, in line with the constitution, but added: "We all know that this constitution's days are numbered."

The Model C schools concept had been launched because of the state's financial limitations. "I would definitely not have started with something like this if there had been enough money to carry on as in the past." On the question of parents unable to afford school fees, Mr Marais said the subsidy system already solved this problem partially, but in many cases this was inadequate.

"However, that was the best we could manage this year within our limited financial resources."

He said it had been made a condition that the pupils of such parents might not be excluded from the schools.

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Political Correspondent

Johannesburg.—The Department of National Education did not advise governing bodies of schools to pay teachers for overtime activities like sports coaching, Minister of National Education Mr Piet Marais said yesterday.

However, he pointed out that the Education Affairs Act provided for the possibility of personnel, with the consent of the chairman of the governing body, to receive a fee or reward to which they were not entitled because of the positions they hold.

He emphasised to delegates at the National Party's Transvaal congress here that the department and the provisions of the legislation were "relatively flexible" on payment of staff.

A number of teachers have been lobbying for extra payment for extramural activities such as sports coaching.

Mr Marais said he was in the position to withhold the subsidy to a school if it became a practice at the school to exclude pupils from the natural feeder area because the parents were unable to pay the fees, while admitting pupils from outside the feeder area because their parents were able to pay.

"This power will not be exercised easily and I do not foresee that it will be necessary."

"I would rather approach this type of problem by talking to the parties concerned."

Regarding teachers' salaries, Mr Marais said the salaries of teachers in subsidised posts were determined by him. The pay of teachers in non-subsidised posts were not, but Mr Marais recommended that the remuneration of these staff members should not exceed those of subsidised personnel.

Discussing possible tax relief for parents whose children must attend private and Model C schools, Mr Marais read a lengthy reply from the Department of Finance which essentially argued that such tax relief measures would not be feasible.

Mr Marais said that under the law Model C schools themselves gained ownership of the school structures and not the schools' management councils.

All Model C schools were already, under the law, the owners of the properties.

More than 96% of the department's schools had switched to the Model C option, and more than 2,000 title deeds were already being processed to transfer ownership to the schools. — Sapa

Voter games train for the real thing

By Chiara Carter

South Africa, 9/9 - 23/9/7

BANNERS, slogans and speeches gained a new dimension this week when over 200 delegates to an election conference at a Bellville hotel devised political parties and strategies.

The exercise was part of hands-on voter education which characterised the Voter Education and Elections Conference.

The conference, organised by the Centre for Development Studies and the Education, Resource and Information Project of the University of the Western Cape, brought delegates face to face for the first time with ballot boxes, voting slips and election procedures.

Delegates from political, labour, religious and youth organisations were instructed on election monitoring, conduct, electoral systems and voter education by a delegation from Sweden’s Labour Movement International Centre.
Education changes proposed

The current racially-based education system has to be reformed to a geographically-based system, Education and Training Minister Sam de Beer said this week.

He told the Transvaal National Party congress that in every region an education department would be established which would cater for all the inhabitants in that territory, instead of the current system in which four departments were responsible for schools countrywide.

This proposal formed part of the government's broad vision for a future education system.
Model C may have to go — ANC

Own Correspondent

DURBAN — The ANC has flatly rejected Model C as an option for schools in post-apartheid South Africa and would seriously consider changing the structure should it come to power.

ANC education spokesman Mr Lindelwa Mabandla said the ANC regarded Model C as a "racist minority government's unilateral restructuring which will have far-reaching consequences".

While the number of white schools was small compared to the total number of schools in the country, the ANC believed the Model C conversion would affect future reorganisation of school administration by a new government, he said.

"The argument that Model C is necessitated by financial constraints does not justify the huge reorganisation that this involves. The second issue revolves around the question of government transferring the responsibility for management of schools to white parents," said Mr Mabandla.

"He said this left the responsibility of determining admission criteria to parents and that admission tests were "culturally biased in order to exclude black students".

"This is privatisation of education and it perpetuates the disparities that exist in this country.

"Few of these schools would want to have more than a 50% intake of black students. In that sense they are targeting a few blacks who would probably be in a position to pay the high fees required.

"Model C will not help with the present overcrowding crisis in black schools."
Knowing how to study is the key to better exam results, says deputy head

Education Reporter
MANY parents are hoping that paying more for schooling under Model C will mean better exam results for their children — and a Cape Town teacher believes he can guarantee this is achieved.

Mr John Bransby, vice-principal at Herzlia High School, Vredhoek and formerly principal of Theodore Herzl School, Port Elizabeth, says up to 97 percent of schoolchildren did not know how to study.

While pupils do not control their intellect or natural ability, between 30 and 40 percent of their performance in exams is the result of attitude, perseverance, and good studying techniques — areas they can certainly influence, he said.

Mr Bransby has developed a study methods programme which he predicts could dramatically improve the performance of high school pupils.

He explains the secrets of successful swotting in his book Effective Study which is also available in Afrikaans.

Proper, effective use of the techniques described in the book could raise exam marks by 25 percent, Mr Bransby believes.

A science and mathematics teacher, Mr Bransby says the book can be used either by individuals or its contents can be taught as a course by teachers.

The Effective Study book is divided into three phases: preparation and organisation for the year; preparation and study six weeks prior to the exam; and writing tests and exams.

A teacher’s manual divides the contents of Effective Study into 11 half-hour lessons, illustrated with overhead projector transparencies.

With the support of the Anglo American Chairman’s Fund, the programme was introduced at the 27 black high schools in Port Elizabeth at the start of the year.

Mr Bransby’s book has been endorsed by organisations and individuals including the ANC, the Department of Education and Training, and various institutions.

The author of south Africa’s first study guide — on physical science — in the 1970s, Mr Bransby based aspects of his programme on research in the United States and the United Kingdom.

Anyone interested in the programme should write to Mr Bransby at Box 83, Pinelands, 7430.
Few parents seek aid with school fees

The Cape Education Department knew some Model C schools were experiencing problems with parents who were reluctant to pay, said CED spokesman Dr Orland Firmani.

But many of these schools overcame the problem by, for example, conducting discussions with the parents concerned and making provision for special bursary funds.

The latest feedback on fees from the various regions in the Cape province was "very positive," said Dr Firmani.

The state has allocated R70 million for needy parents with children at Model C schools. It will be distributed on a sliding scale to a maximum of R400 for a primary school pupil and R500 for a child at high school.

Dr Firmani said although final figures were not available, indications were that fewer Cape parents had applied for the subsidies than expected.

Mrs Naomi Peagam, of the Cape Provincial Parents' Association, said the state assistance did not go far enough.

"The subsidies are not realistic, considering the maximum figure of R500. That amount does not take parents very far, considering the new fees."

Parents should not be embarrassed or ashamed to apply for assistance, especially if one or both were unemployed, she added.

Schools were entitled to sue parents for fees, but were reluctant to do this. "We are aware of schools sending letters to parents warning them that they are compelled to pay fees but schools have stopped short of suing parents."

Mr John Wegerhoff, principal at Gardens Commercial High, said several parents were behind on fee payments but legal action was not being taken against them.

Under Model C, although fees are compulsory, pupils may not be excluded from schools if their parents do not pay.

Mrs Deidré Barnard, a member of the management committee at Jan van Riebeeck Primary, said the school had a big backlog of owed fees.

The school had decided not to take legal action against parents but had computerised all debts and sent out constant reminders.

"We have to phone the bad debts — it's like a business," she said.

The Rev Charles Church, a Cape Town priest, called for greater assistance for needy parents.

Mr Church said he had counselled teenagers who were suffering physically and emotionally because of the financial burdens Model C placed on their parents.
Spotlight on Model C

THE Cape Education Department is planning seminars for principals and members of governing bodies of Model C schools.

The emphasis will be on aspects of school management to be identified in needs assessments held in various centres during the coming weeks.

There have been complaints from governing bodies that they require further instruction.

A member of the governing body at a Cape Town high school said: "Governing bodies are under-prepared. Nobody realised all the pros and cons of this new system."
Bureaucracy

'blocks' ads

JOHN VILJOEN
Education Reporter

SCHOOLS are complaining that city council bureaucracy is preventing them from exploiting a potentially lucrative source of income — advertising billboards.

Erecting high-visibility advertising on school property is a popular suggestion among schools searching for additional means of coping with the burdens of Model C.

But a spokesman in the City Planner's office at the Cape Town City Council said only small sponsored boards not readily visible from the street were permissible.

Large billboards of the type some schools are suggesting are prohibited by council regulations.

The governing body of a Cape Town school is considering exploiting its position at the intersection of busy city streets by erecting billboards.

Mr Donald Grant, head of the governing body at Rhodes High, said the school could earn R16 000 a year from a proposed advertising board facing on to busy Settlers Way which runs past the school.

But he slammed as "ridiculous" city council bureaucracy which opposed having the sign erected.

Mr Grant said he hoped the council would adopt a more reasonable approach to help schools.

Another school situated on a busy street, Jan van Riebeeck Primary, is also hoping to erect advertising hoardings.

Principal Mr Hames Bouwer said he hoped the Cape Town City Council would relax its objections to schools erecting such advertising boards.

Councils in Parow, Bellville and even Kimberley had supported schools in this regard and it was time for the Cape Town City Council to do something, Mr Bouwer said.

Teachers could soon start holding training classes for adults in the school's computer room as another source of income, he said.

A further option for schools is the hiring out of sports facilities.

Mr Carl Scheppening, chairman of the governing body at Rondebosch Boys High, said this was something his school had been doing for several years.

According to the Cape Education Department, one of Model C's positive aspects is that school buildings can be used after hours to the advantage of the community and to raise funds for the school.
Schools helping parents buy books

Education Reporter

SCHOOLS are devising plans to ease the burden on parents of the added expense of paying for textbooks previously provided free by the State.

While some schools have tried to incorporate the cost of maintaining and purchasing textbooks into their fees, others have opted to charge parents an extra levy.

One aspect in parents' favour is that education authorities have frozen syllabuses which means textbooks are not to be changed and may be re-used.

Mr John Wegerhoff, principal of Gardens Commercial High School, said parents would be charged a nominal rate — about R40 a pupil — over and above school fees each year for books.

The books would be "hired" out to parents who would return them at the end of the year. The levy would be used to buy new books.

The scheme was being implemented on a trial basis, he said.

Mr C D van Niekerk, principal at Rhodes High School, said the cost of textbooks would probably be worked into school fees.

No final decision had been taken but the school hoped to avoid big increases in school fees. Parents were already "under the whip", he said.
Parents ‘apathetic’ about elections

Education Reporter

PARENTAL apathy in elections for school governing bodies has been criticised by the Cape Provincial Parents’ Association.

“We are not sure parents are taking enough interest in their school,” said association chairman Mrs Naomi Peagam.

“We are horrified at the lethargy parents showed toward the election of governing bodies in some communities.”

Mrs Peagam said no minimum percentage poll had been required during governing body elections and there had been little interest at some schools.

“Some of these very low turnouts are a poor reflection on these communities. Parents must wake up and realise they have to play a role,” she said.

Mr Carl Scheppening, chairman of the Rondebosch Boys’ High School governing body, said there had been an excellent parental response to the election there.

“Governing bodies would function more effectively if elected members are persons with experience and expertise in legal matters, finance, marketing, the building trade and insurance, for example,” said CED spokesman Dr Orland Firman.

“Above all they should be committed to their task.”
No changes expected to system

Education Reporter

No changes are expected to the Model C system, according to the Cape Education Department.

In fact, those involved in Model C schools would in future be asking why the system was not introduced earlier, the CED said.

Reacting to criticism from some sectors that the system was "unworkable", CED spokesman Dr Orland Firmani said such judgments were premature.

"It should be borne in mind that the change to Model C in the Cape Province took place less than five months ago.

"The period in which these schools have been operating is really too short to make any valid deductions.

"It seems therefore rather premature to regard the system of Model C schools as unworkable in its present form," he said.

"It is expected that, as clarity is obtained with regard to some uncertainties (for example, property tax), as management skills develop to the extent that schools feel more secure in budgeting more conservatively, and once parent and community involvement has been well established, the question which will most likely be asked will be why was this system not introduced earlier."

But Mrs Naomi Peagam, head of the Cape Provincial Parents' Association, criticised a "lack of openness" about Model C.

"It's time for everyone to play open cards. Parents are concerned about the uncertainty of greater financial burdens to come," she said.
Switch gives new role to principals

Education Reporter
THE switch to Model C has added new dimensions to the role of school principal which could affect the type of person needed for the job.

As a member of a Cape Town high school governing body currently attempting to fill the position put it: “We are really looking for a chief executive who will be expected to run a company.

“We need someone with administrative skills. Principals now have the greater responsibility of making decisions for schools.”

The governing body was struggling to define the attributes needed for the post and was not the only Cape Town school facing this new challenge, he said.

He called for courses for department heads and principals on how to run a school as a business.

But Mrs Naomi Peagam, of the Cape Provincial Parents’ Association, said her organisation felt strongly that a principal’s role was education.

“We question whether it is fair that they should be given the task of a managing director, seeing as that was not in their original training.”

Authorities were not acting swiftly enough to provide principals with extra training in business management, she said.

Mr Hennes Bouwer, principal of Jan van Riebeeck Primary, does not see himself as a chief executive: “I wasn’t trained for that.”

Mr Bouwer feels strongly that he is in his post for the children, and that if the department wished to re-train him as a chief executive he would reconsider his position as a teacher.
18 departments for 10m pupils

By Barry Street
Conference to save Afrikaans language

GRAHAMSTOWN. — A major European conference on Afrikaans language and literature — the second this year — will hear a paper on trends in Afrikaans fiction from Professor Etienne van Heerden of the Department of Afrikaans and Nederlands at Rhodes University, Grahamstown.

Next week's conference, at Bad Boll in Germany, has been organised by the Evangelische Akademie Bad Boll and will focus exclusively on Afrikaans. — Sapa.
World of Knowledge

Opening up the
EVELYN Nkosi (31) hopes to be a nurse one day. Nine months ago she could neither read nor write.

She is presently doing the equivalent of Std 4 with Operation Upgrade and is also learning Afrikaans.

Ms Nkosi grew up on an Eastern Transvaal farm where schooling just did not happen.

Her parents, like their parents before them, were illiterate farm workers.

When her family came to Soshanguve, Pretoria, in 1975 she was considered too old for Grade 1. The issue was academic anyway because she had to raise her four siblings while their mother searched for work.

She believes she would have died illiterate, and the same fate would have befallen her two children, had she not been introduced to Operation Upgrade.

She first enrolled her children in the programme. They are in Std 2, although they should be in high school.

Ms Nkosi first heard about the programme by word of mouth and is thrilled that the joy of the written word is finally opening up to her.

Evelyn Nkosi... enjoys her new-found world of books.

Pictures: George Mashinini
South Africa’s low productivity rate can be properly addressed only through a Government-backed literacy programme for the country’s estimated 15 million functionally illiterate adults, claims Cosatu.

With “literacy” the new buzzword in the marketplace, spokesman Rahmat Omar said although no official figures were available, the gloomy picture was that 45 percent of the economically active population was illiterate and 25 percent semi-literate, leaving a mere 30 percent fully functional.

If these figures are correct, that puts South Africa on a par with Papua New Guinea but behind Zimbabwe, which claims a 75 percent literacy rate, and Botswana with 71 percent.

Despite the failure of the government to significantly address the enormous education backlog, a string of private organisations have surfaced, progressing from solutions based on basic literacy training to a comprehensive focus on life skills.

They include Read, Educate and Develop (READ); English Literacy Project; Co-operative Organisation for the Upgrading of Numeracy Training, which works with rural children in the eastern Cape; Training in English Language and Literacy; National Literacy Co-operation; and Basic Education and Skills for Adults (Besco), which is one of the leading literacy and adult basic education companies.

Besco, which caters for the lion’s share of a market ranging from major mining groups to community-based projects, established a need for a holistic approach to adult basic education, linked to skills-based career paths, according to marketing director Kevin Janssens.

The organisation’s director of research and development, Brian Wood, added: “This is implemented in consultation with all stakeholders catering for the needs of the learners, the company and surrounding community.”

Mr Janssens said: “After addressing basic literacy, we move on to English language competencies along a continuum of growth, numeracy, and life and technical skills.

“In the mines, the initial need, using trainers drawn from their own staff, has been to replace the authoritarian Fanagalo, then to move on to more specialised education.

“Originally the focus was on quantity. Now we are at the stage where the acid test is quality and effectiveness of training.”

Simon Tinkulu, training officer at Allied Publishing, which will launch a Besco training programme next month, said many newspaper vendors were unable to read the product they sold on street corners. Many had never progressed beyond Standard 1.

“The course will initially home in on the vernacular, then move on to English and eventually to advanced levels up to matric. The course is at their request, born through a desire to improve themselves.”

Cosatu’s Ms Omar said the State would be urged to set up a training fund assisted by employers who should be offered tax exemptions.

“But first we would like the Government to disclose what is available and what its involvement is at the moment.

“What we do know is that the current shortage of skilled labour we are now experiencing is the fruits of decades of apartheid education and the failure of employers to ensure education,” he said.

“Unless we are able to raise the skills level and the education of the population at large, we will not see further economic growth.”
THE South African Clothing and Textile Workers Union has allocated R1 million to its bursary fund for clothing, textile and leather workers for 1992. Sactwu assistant general secretary Ebrahim Patel said on Wednesday.

The bursary scheme, based on a 10 cent levy on the weekly wages of some 200 000 Sactwu members, is the biggest run by a trade union in South Africa.

In a statement, Patel said 995 bursaries had already been approved for higher education.

"Clothing, textile and leather workers earn too little to finance their own children at university, and the state has failed to take over responsibility for the proper financing of higher education."

"In order to make it possible for the children of workers to receive higher education, this contributory scheme has been established," Patel said. - Sapa
‘Literacy key to a higher productivity’

State and employers will be asked to set up a training fund:

Sowetan Correspondent

South Africa’s low productivity can only be properly addressed through a Government-backed literacy programme for the country’s estimated 15-million functionally illiterate adults, claims Cosatu.

Cosatu’s Rahmin Omar said although no official figures were available, the gloomy picture was that 45 percent of the economically active population was illiterate and 25 percent semi-literate, leaving a mere 30 percent literate.

If these figures are correct, that puts South Africa on a par with New Guinea but behind Zimbabwe which claims a 75 percent literacy rate and Botswana with 71 percent literacy rate.

Basic literacy training

Many private organisations have surfaced, progressing from solutions based on basic literacy training to a comprehensive focus on life skills.

They include Read, Educate and Develop (Read), English Literacy Project (ELP), Co-operative Organisation for the Upgrading of Numeracy Training (Couni), Training in English Language and Literacy (Tell), National Literacy Co-operation, which is active in the Eastern Cape, and Basic Education and Skills for Adults (Besa).

A holistic approach

Besa, which caters for the lion’s share of the market, “established a need for a holistic approach to adult basic education, linked to skills-based career paths”, according to marketing director Kevin Janssens.

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More than 120 South African students will leave for Britain in September for further studies, the British Council in Johannesburg announced yesterday.

"They will be undertaking courses in various parts of Britain for three to 12 months in a number of developmental subjects including English, Science, Mathematics, Engineering, Literacy, Primary Health Care and Medicine," the Council said in a statement.

"All students will be on fully funded scholarship awards administered by the British Council in South Africa and funded by Britain's Overseas Development Administration and Foreign and Commonwealth Office." 

The statement added the aim was to promote fundamental change leading to the creation of a democratic and non-racial South African society. - Sapa
Now CP town’s moral guardians ban books

PITY the resident of Ermelo who wants to read the works of Andre Brink or musician Koos Kombuis’s first English novel — as far as the local public library is concerned, they don’t exist.

The Conservative Party-controlled town council has banned their works from the library, declaring Kombuis — writing under the name of Andre Leto in — a blasphemer and Brink a maker of “anti-South African statements”.

Copies of Leto’s book, Paradise Redeckated, have already been removed from the public library and returned to the regional depot in Pretoria. “We feel that certain passages in the book are blasphemous,” said town clerk Pieter van Oudtshoorn.

He added the council had banned Brink’s works “because of certain anti-South African statements he has made” rather than because of their content.

Coincidentally, in a review of Paradise Redeckated, Brink described Leto as “a milker of holy and unholy cows”.

Meanwhile, Mr Van Oudtshoorn warned that the moral guardians of the council would be looking out for other books deemed undesirable for residents of Ermelo.

Asked whether it shouldn’t be left to readers to decide what they want to read, he replied bluntly: “They can read what they want, but our council is not going to provide these books. People can buy them if they want them.”

At one point, Councillor Piet de Beer was suggesting that all copies of Paradise Redeckated be burnt.

Perhaps a mere banning wasn’t dramatic enough, but he refused to comment on the council’s action. He wouldn’t even say whether or not he had read the book.

Mr van Oudtshoorn is left cold by the prospect of his town becoming known as a book-banning backwater.

The move has, of course, drawn negative responses from other quarters. The Afrikaanse Taal en Kultuurbond condemned the decision and the SA Institute for Librarianship and Information Science urged the council to put the offending volumes back on the shelves.
Model C schools face cash crisis over rates

By EVE VOSLOO

Model C or state-assisted schools are waiting in trepidation for an announcement expected next month which will determine whether they will have to pay municipal rates — in some cases more than R100 000 a year.

Up to now municipal rates on schools have been paid by the state, which has agreed to continue to do so until the end of June next year.

But the government has not yet decided what will happen after that date.

Model C schools, already reeling after the withdrawal of some state subsidies, have had to dramatically raise their fees to make up for the shortfall in funding.

Parents at many schools have already been hard hit by the increases in fees and many have fallen into arrears. Although governing bodies at many schools have said they will pursue the outstanding fees through legal channels, they have also indicated that they will treat sympathetically any cases of genuine hardship.

Negotiations

The Minister of National Education and of Education and Culture in the House of Assembly, Mr P G Marais, indicated during the recent Transvaal congress of the National Party that schools could expect an announcement on the rates issue in mid-October.

In response to enquiries this week, a spokesman for the Cape Provincial Administration said negotiations were at present underway between the various education departments and the Department of Local Government and Housing to determine whether the central government would continue to pay the rates.

There are about 640 Model C schools in the Cape Province. These schools are assisted by the state but controlled by a governing body made up mostly of parents, on which the headmaster is an ex-officio member.

These governing bodies administer the school and are also responsible for much of their funding. They also appoint teachers and control admissions.

The headmaster of a Model C school in Cape Town said this week that the position on municipal rates was still unclear, but that if his school had to pay rates, it "would have a significant impact on its finances."

The rates on his school were between R90 000 and R100 000 a year, he said.

Uncertain

Another headmaster said the school would have to increase its fees if money had to be found for rates.

The Department of Education and Culture said this week that Model C schools were free to negotiate adjustments in the tariffs for municipal services with their local authorities if they felt it was necessary.

The chairman of the Cape Town City Council's executive committee, Mr Louis Kreiner, said this week that there was a lot of uncertainty about the issue.

"The council has made representations to the central government to continue to pay municipal rates for schools," he said.

"It would be unfair to place the burden for these rates on parents or other ratepayers as it would amount to double taxation for the ordinary individual."
50 percent of parents battling to pay Model C fees

Education Reporter

FIFTY percent of parents are not able to meet Model C school fees, and schools should build up investments to ease the fee burden.

This is the view of insurance adviser, Mr Kallie Verwey, who said the sudden introduction of the Model C system had left many parents in financial crisis.

Schools should go all out to make as many short and long term investments as possible.

His company had designed a five-year investment plan for schools, the returns on which could ease the burden on parents.

Because schools had to be run as businesses, the more businessmen and women who served on their governing bodies, the better, Mr Verwey said.

Model C had been forced on parents at such short notice that most were in a financial crisis as they tried to find the extra money needed.

Mr Verwey, whose company had developed policies to assist parents, suggested that those with children in primary school invest in unit trusts to provide capital for when their children reached high school.
Furore over education cuts

By YVETTE VAN BREDA

A F U R O R E is brewing between enraged teachers and coloured education department officials following the recent shock government request to cut costs.

Several schools and colleges will close and more than 5,000 teachers will be invited to leave the profession in the wake of the announcement by House of Representatives education minister Mr Abe Williams that savings measures are to be introduced.

There is an excess of 5,790 teachers in HoR schools and part of the cost-cutting measures is an early-retirement package offered to teachers with 10 years or more service.

At a mass meeting called by the SA Democratic Teachers' Union (Sadtu) on Monday, teachers expressed their anger at the cuts and their confusion as to the exact terms of the package. They resolved to get clarity on the issue and demand a meeting with the department.

HoR education executive director Mr Awie Muller said the department would be placing an "informative advertisement" in several weekend newspapers in an attempt to clear up the issue and a statement by Mr Williams was expected later this week.

The package was a "humanitarian way of dealing with staff establishments at schools. We are forced to streamline the whole school and college structure and

Workers find body of girl

5,000 teachers expected to retire early

85% of the budget is personnel expenditure."

Cost-cutting measures include: The curtailment of service records and inspection services; no new appointments; a freeze on new posts advertised from January 1, 1992; on text book orders from March 31, 1993 and on maintenance work; the release of temporary teachers whose service ends at the end of this year; cancellation of transport allowances, study or long leave for teachers, merit awards, substitute teachers and subsidies for special schools; and the curtailment of posts at training colleges.

Sadtu spokesman Mr Kevin Gouvias said they were angry at the closure of schools and the retrenchments and condemned "rationalisation while there was a shortage of teachers for black children."

Upington Teacher Training College is to close and its 125 students will be transferred to institutions of their choice.
R1-m for bursaries

Sactwu will finance members' education

By Ike Motsapi

THE South African Clothing and Textile Workers Union (Sactwu) has allocated R1 million to its bursary fund for clothing, textile and leather workers this year.

Sactwu assistant general secretary Mr Elrathan Patel said the money would be used to finance members who study at any tertiary institution.

The 200 000 members of Sactwu contributed ten cents weekly and this resulted in the figure being realised.

Patel said: "The union has to date processed and approved 995 bursaries which have been allocated to branches throughout the country.

"This bursary scheme is the biggest run by a trade union in the country."
'Get children to think this way!'  

EDUCATION is the key to developing a viable small-business sector and a prosperous South African economy.

This is the view of Trust Bank and Volkskas head office general manager business services Dr Willie Conradie.

"There is a strong need to educate South Africa's youth about the benefits of the free market system. But this in itself is not sufficient. They must be encouraged to participate in the free market as entrepreneurs."

The education in this country, from the schools through to media input, is orientated towards encouraging children to obtain a good education so that they will be able to work for someone else.

"This orientation is wrong. Children need to be stimulated to prepare themselves to set up their own businesses later in their careers."

"It is interesting to note that people who set up businesses after gaining experience in a particular sector as an employee, have a 70 percent greater chance of success, provided their business relates to their previous experience," says Dr Conradie.

South Africa's future peace and prosperity rests on its ability to develop an economically active society and generate employment.

"The best system for creating such activity is the free market. This means that people must not only believe in the need for the free market system but they should also become involved as entrepreneurs in the system."

"Only the free market creates wealth. The less the Government interferes in business the more wealth is created. A government's measure of success should be the extent to which it keeps its hands off."

"Central to the free-market system is small business. A community where there is a large number of independent business operators, each in competition with the others, exemplifies the free-market system. We must not retain this emphasis on only large companies with their tendency towards bureaucracy."

"Both large and small business, operating as partners in the economy, are essential," says Dr Conradie.

People need to be given the right role models to encourage them towards a belief and a willingness to participate in the free market.

He suggests that people should be told of small business owners who have made it, from the major successes such as the person who started off in a small business and now heads a major corporation, through to the welder and the corner cafe owner.

"I believe South Africa is going to follow the free-market system, though I am concerned that the current turmoil in this country will delay the process," says Dr Conradie.
Voter education a Matla Trust priority

WITH SA’s first nonracial elections imminent, educational and charitable organisation Matla Trust has chosen voter education as a priority in its programme of uplifting disadvantaged South Africans.

To this end, the trust has produced 320 graduates from eight two-week courses to train people in the concept of democracy and the electoral system. Matla Trust’s community and citizen education programme national co-ordinator Terrence Tyron says.

Matla Trust was established in 1990 as a nonpartisan body serving the needs of disadvantaged people across the political spectrum, following ANC president Nelson Mandela’s consultations on the issue.

The trust is being funded by money Mandela raised in overseas drives. To date, the Washington-based Free Mandela Fund has released R13m to the programme. It also receives funds from foreign governments, foreign and local business and individuals and non-governmental bodies.

As an educational and charitable trust under the chairmanship of lawyer Ismail Ayob, the trust subscribes to the adage: “When you give a man a fish, you feed him for a day, but if you teach him how to fish, you feed him for life.”

The trust’s objectives are to uplift disadvantaged people through educational, social, welfare, charitable and informative programmes.

It also aims to promote the development of a democratic society by teaching people about democratic principles, institutions and practices. The name Matla comes from the Sotho word meaning empowerment.

In an interview last year, executive director Billy Modise said the voter education programme would “generally prepare South Africans for democracy”.

He said SA was changing rapidly and if there were to be an election now, many people would be disqualified from voting for procedural or tactical errors.

The community and citizen education programme prepares people for elections by teaching them the basic principles, institutions and practices of democracy.

“We got 32 organisations from all over the country to select people to be trained and to go back and train their constituencies. These people will also act as election managers and serve as monitors during elections,” Tyron said.

“It must be made clear that the programme is not for a particular organisation, but is aimed at getting as many people as possible to vote.”

Renamo leader arrives in Rome

ROME — Renamo leader Afonso Dhlakama arrived in the Italian capital yesterday to sign a peace treaty ending Mozambique’s 16 years of civil war.

Dhlakama, who had waited at signing the treaty at the last minute but was later convinced to travel to Rome by SA officials, arrived at the city’s Fiumicino Airport early yesterday evening.

And Mozambican President Joaquin Chissano told SA he was sure a face-to-face meeting with Dhlakama would be enough to save the threatened treaty. 

SA diplomats said Chissano had assured Foreign Minister Pik Botha a settlement could still be signed in the next few days despite a last-minute change of heart by Dhlakama.

After talks with Chissano, Botha said: “Both parties are so close to signing this ceasefire that it would be a great pity if it did not happen in the next day or two.”

“We hope that thanks to Italian efforts, there will still be a signing (ceremony) in the next few days in Rome,” Botha said.

Italy on Tuesday suspended the planned signing ceremony and put on ice invitations that had already been sent to world leaders including Kenyan President Daniel Arap Moi and Portuguese Prime Minister Anibal Cavaco Silva. — Sapa-AFP-Reuters.

Stolen goods recovered in Zevenfontein
It is further notified in terms of section 72 (2) that a public meeting of persons with an interest in the subject of the said petition will be held at 18:00 on 29 October 1992 in the Uitkere Recreation Hall under the chairmanship of an officer of the Department of Water Affairs and Forestry to enquire into the subject of the petition and hear evidence for or against the proposal.

All interested persons are hereby notified that the meeting will also be held for the purpose of recording votes for or against the proposal since section 72 (3) provides that the petition may be granted if not less than two-thirds of the owners of land situated within the area specified in the said petition, who together own not less than two-thirds of the land irrigated and proposed to be irrigated within such area, are in favour of the proposal.

Any person who cannot be present at the meeting may, by proxy or power of attorney, delegate any other person to vote on his behalf at the meeting.

(2 October 1992)

NOTICE 871 OF 1992
PUBLIC SERVICE BURSARY SCHEME

FULL-TIME BURSARIES FOR 1993: DEPARTMENT OF HEALTH SERVICES AND WELFARE

Bursaries for full-time study are granted from funds of the Department of Health Services and Welfare in the following fields:

B / Occupational Therapy / BSc Occupational Therapy.
B / Physiotherapy / BSc Physiotherapy.

Bursaries are not to exceed R9 800 per annum.

Applications must be submitted to the following address on form KVA 95:

The Director-General
House of Assembly: Department of Budgetary
and Auxiliary Services (Poynton Building)
Private Bag X723
PRETORIA
0001

Application forms can be obtained at the above-mentioned address. For any further enquiries contact Mrs B. Pieterse, Tel. (012) 314-5223.

Applicants must forward the following documents with their applications:

1. A certified copy of an official statement of symbols obtained in the Standard 10 final examination, if the examination has already been written; OR

2. a certified copy of an official statement of symbols obtained in the Standard 9 final examination where the Standard 10 examination has to be written during 1992; AND

Voorts word ingevolge artikel 72 (2) bekendgemaak dat 'n openbare vergadering van persone wat by die onderwerp van genoemde versoekskrif belang het, om 18:00 op 29 Oktober 1992 in die Uitkere Ontspanningsaal onder voorsitterskap van 'n amptenaar van die Departement van Waterwees en Bosbou gehou sal word ten einde ondersoek na die onderwerp van die versoekskrif in te stel en getuienis ten gunste van of teen die voorstel aan te hoor.

Alle belanghebbendes word hierby in kennis gestel dat die vergadering ook gehou word met die doel om stemme ten gunste van of teen die voorstel op te neem, aangesien artikel 72 (3) bepaal dat die versoek toegestaan kan word indien minstens twee derdes van die eienaars van grond geleë binne die gebied in genoemde versoekskrif vermeld, wat gesame minstens twee derdes van die grond besit wat in daardie gebied besproei word en voorgestel word om besproei te word, ten gunste van die voorstel is.

Enige persoon wat nie die vergadering kan bywoon nie, kan 'n ander persoon deur middel van 'n prokura-sie of volmag magtig om namens horn by die vergade-ring te stem.

(2 October 1992)

KENNISGEWING 871 VAN 1992
STAATSDIENSBURSSEKMA

VOLTYDSE BEURSE VIR 1993: DEPARTEMENT VAN GESONDHEIDSDIENSTE EN WELSYN

Beurse vir voltydse studie word toegelope uit fondse van die Departement van Gesondheidsdienste en Wel
syn in die volgende studierigtings:

B / Arbeidsterapie / BSc Arbeidsterapie.
B / Fisioterapie / BSc Fisioterapie.

Die grootte van beurse is hoogstens R9 800 per jaar.

Aansoek moet op vorm KVA 95 na die volgende adres versend word:

Die Direkteur-generaal
Administrasie Volkstaaf: Departement van
Begrotings- en Ondersteuningsdienste (Poynt
konponent)
Privaatsak X723
PRETORIA
0001

Aansoekvorms is ook by bovermelde adres beskikbaar. Vir enige verdere navrae kontak mev. B. Pieterse, Tel. (012) 314-5223.

Applikante moet die volgende dokumente by hul aansoek insluit:

1. 'n Gewaarmerkte afskrif van 'n amptelike staat van simbole behaal in die standerd 10-einde-
samen, indien die eksamen reeds afgelê is; OF

2. 'n gewaarmerkte afskrif van 'n amptelike staat van simbole behaal in die standerd 9-einde-
samen, indien hulle gedurende 1992 met stan-
derd 10 besig is; EN
(3) a certified copy of a complete official record of study together with symbols or examination marks obtained if they have already written post-school examinations, and the results of the first semester of the study year in which they are engaged. If no examinations are written during the first semester, a certified copy of test results must be submitted.

The closing date for applications for full time bursaries is 23 October 1992.

(2 October 1992)

NOTICE 872 OF 1992
MEETINGS OF PARLIAMENTARY COMMITTEES

WEDNESDAY, 30 SEPTEMBER 1992

Joint Committee on Justice (Admission of Advocates Amendment Bill [B 3–92 (GA)], Gambling Amendment Bill [B 156–92 (GA)] and Judicial Matters Amendment Bill [B 156–92 (GA)]).

THURSDAY, 1 TO FRIDAY, 2 OCTOBER 1992

Joint Committee on Justice (Admission of Advocates Amendment Bill [B 3–92 (GA)], Gambling Amendment Bill [B 156–92 (GA)] and Judicial matters Amendment Bill [B 156–92 (GA)]).

Joint Committee on Home Affairs (Filling of Casual Vacancies in Parliament Bill [B 157–92 (GA)]).

Joint Committee on Constitutional Affairs (Constitution Amendment Bill [B 158–92 (GA)]).

THURSDAY, 8 TO FRIDAY, 9 OCTOBER 1992

Joint Committee on Constitutional Affairs (Constitution Amendment Bill [B 158–92 (GA)]).

MONDAY, 12 OCTOBER 1992

Joint Committee on Constitutional Affairs (Constitution Amendment Bill [B 158–92 (GA)]).

TUESDAY, 13 OCTOBER 1992

Joint Committee on Health (Medical Aid Schemes Amendment Bill [B 115–92 (GA)]).

Joint Committee on Pension Benefits for Members of Parliament and Political Office-bearers.

Joint Committee on Constitutional Affairs (Constitution Amendment Bill [B 158–92 (GA)]).

WEDNESDAY, 14 OCTOBER 1992

Joint Committee on Health (Medical Aid Schemes Amendment Bill [B 115–92 (GA)]).

Joint Committee on Public Accounts.

Enquiries: W. Fourie, Head: Committee Section, Tel. (021) 403-2568. Beeltel Page No: 3199.

(2 October 1992)
Most literacy programmes start out by teaching the word “dog.” But for students of the Brand Knew literacy training programme, the first word they learn is Coke, followed quickly by Surf, Toyota, Simba and more than 100 other of the most familiar brand names in the country.

“There’s no such thing as a completely illiterate person in a retail consumer society,” says Pug Roux, a Cape Town management consultant who originated the Brand Knew concept and launched the programme in April. “It’s easier to teach Coke than dog because everyone has seen the word Coke a million times. They’ve seen dogs, but the letters D-O-G aren’t written on the side.”

Roux, who developed his keen sense of brand-name appreciation during his years in the advertising business, was approached by a group from Khayelitsha four years ago about starting a new type of English language literacy training that did not rely on children’s material, which was often patronising to adults. He hit on the idea of building on the awareness of familiar brand names and logos — Phillips is perfect for showing that PH makes an F sound — to teach people how to read.

The Brand Knew concept was developed in association with Cape Town’s non-profit Triple Trust organisation. The next job was to approach the businesses that hold the trademarks. Roux asked for R5000 from each company for each brand name. Of the 120 brand names he wanted to include, virtually every company agreed. The benefit for the company, of course, is increased brand awareness. An additional benefit is that they are supporting a non-racist, non-sexist and non-political training activity, a rare creature these days.

And it lays the foundation for further training. “We are concerned for the total development of our people and literacy training will help them,” says Donna Vos, a training officer at CNA, which recently held a graduation ceremony for its 12 employees who were the first to go through the programme.

Anglo American’s Clem Sunter calls it a “brilliant concept” that is “truly high road.”

Roux says the programme is aimed at functional illiterates in the workplace, who cost SA hundreds of millions of rands every year because of their inadequate skills. So far, 30 companies have begun on-site training with a facilitator supplied by the company and trained by Brand Knew. The programme is designed to make participants functionally literate in 80-150 hours, typically two-hour sessions twice a week for about a dozen employees.

It costs R1 650 to train and equip the in-house facilitator and R350 for each participant.

CNA, which is one of the brand names used in the workbooks, intends to offer it again instead of its old literacy training programme. “It’s very, very user friendly,” says Vos, who works with a literacy committee comprising workers from the warehouses. “There’s no homework, no exams and the emphasis is on fun. And you can’t fail this course.”

Roux says he has applied for patents worldwide and has been encouraged by the multinational companies whose brands have been used to take the programme into South America and the US.
Mixing rural and urban education

The Spring Education Week ends today at the Giyani College of Education (GCE). (SD)

Spokesperson for the GCE, Mallele Petjo, said the event, which was jointly organised by the Students’ Representative Council (SRC) and the Department of Educational Studies at the college, comprised of lectures, debates, presentation of papers and video shows relating to matters of educational interest.

Mallele said little attention was paid to rural areas because of few resources there. “The aim of the forum was to marry rural and urban education,” he said.

“We also needed a break for students and teachers to concern themselves with issues relevant to education and also look at matters pertaining to the realities of the political situation of the country,” said Mallele. Mallele concluded by saying that “this was the first time the college held such an event and would like to make it an annual event.”
Workers try to save school
Adult centre may shut down

THE Denver Adult Centre in Johannesburg could close down this year due to financial difficulties.

Adults who attend classes at the centre were informed of the closure by the director Philip Setschedi last week. He said that the Department of Education and Training (DET) was not funding the centre.

Subsequently, Setschedi was summoned to the Wits Workers' School to brief the Wits Workers' Committee and the students about his increased registration fee from R15 to R30.

The workers, who attended the meeting, sympathised with Setschedi but indicated that if they pay his R30 registration fee, they would be shifting the responsibility of the DET onto themselves.

Instead, they advised Setschedi to join other structures to force the DET to subsidise the centre.

Remote campuses

The spokesperson of the committee, Bongani Shingwenyane, told PUPILS' FORUM that they were also informed that the Wits Workers' School could register its own centre instead of sending adults to write at the Denver Centre.

DET spokesperson Jeff Makwakwa, confirmed that the DET did not fund the Denver Adult Centre. According to Makwakwa, DET funds about 265 adult centres of which 102 were regarded as "remote campuses" for rural learners.

Makwakwa said the Denver Adult Centre was Setschedi's private business. The DET therefore did not fund it.
"Education isn’t top priority."

ANY future increase in social spending as a means of redistribution should not focus on education, despite the skills shortage and the legacy of apartheid education, argues Professor Servaas van der Berg.

Van der Berg contends in an appendix to the Stellenbosch Economic Project’s occasional paper that it takes a long time before the benefits of education are felt. Also, there may be capacity constraints on expanding education at the required rate (such as shortages of teachers and a deficient educational administration).

"Until these problems have been overcome, it may pay better dividends to increase expenditure on housing, special employment programmes, and perhaps nutritional interventions (for example special feeding programmes). If the administration of this appears feasible, expansion of the pension system may have beneficial short-term impacts in that it is one of the few programmes that reaches the rural poor, but against this, should be noted that such expenditure is mainly consumption."
Fewer learning German

A QUARTER of South African schools have dropped German as an official subject since 1989.

Budget cuts in the Department of Education and the privatisation of schools have led school managements to scrap German, says Karin Chubb, secretary of the Southern African Association of German Studies.

"This is disturbing, particularly at a time when South Africa is re-entering the world community. German is becoming vitally important in trade, commerce, arts and politics.

"We need to prepare a whole new generation of pupils for a future in the international community."

Mrs Chubb, who lectures at the University of the Western Cape, says another 30 schools may drop German next year.

She says German is rapidly replacing Russian as the lingua franca of Eastern Europe.

Many schools have placed increasing importance on African languages at the expense of German and other European languages.

"African languages are imperitive in a country such as South Africa. But we need also to look at the country's long-term and global needs."
Union beefs up bursary fund

By EVE VOSLOO

THE South African Clothing and Textile Workers' Union has allocated R1 million to its bursary fund for 1992 to finance study by workers' children at any tertiary institution.

The money was collected through a 10c a week levy on the union's 200 000 members.

To date Sactw has processed and approved 995 bursaries - 348 in Natal, 299 in the Western Cape, 74 in the Eastern Cape and 274 in the Transvaal.

The bursary scheme is the biggest run by a trade union in South Africa.

"It is an important contribution towards the financing of higher education," said Mr Ebrahim Patel, the union's assistant general secretary.

"Sactw runs this bursary scheme in the belief that the future of South Africa will be influenced by the extent to which its population has professional and technical skills.

"Clothing, textile and leather workers earn too little to finance their own children at university and the state has failed to take over responsibility for the proper financing of higher education. To make it possible for the children of workers to receive higher education, this contributory scheme has been established," Mr Patel said.
Taking quality education to poor communities

A MAJOR education initiative has been launched in Pretoria with a view to taking quality education to deprived communities.

Education Africa is a privately initiated trust which is non-political and nonracial.

The foundation aims to take quality education to disadvantaged areas by encouraging leading South African independent schools to "twin" themselves to educationally deprived schools.

The "twins", it is hoped, would together form a centre of excellence, with the leading school providing the educational standards, teacher enrichment and strategic management.

A pilot educational project was introduced to South Africa last week. Education Reporter PHIL MOLEFE explains the "twinning" concept.

Education Africa executive director James Urdang says the project is intended to make a meaningful contribution to quality education, particularly when interaction is encouraged between privileged and well-equipped schools and their poorer, underprivileged and ill-equipped counterparts.

One of the foundation's first projects was the "twinning" of St Stithians College in Randburg with Penryn College in Nelspruit.

The programme essentially utilises the strategic management and direction, educational standards and technology, and teacher training of nonracial, independent colleges in order to develop a "twin" in predominantly black rural and educationally deprived areas," Mr Urdang said.

The project was started in 1989 and the first two grades are already operating in the lowveld.

In addition, the foundation will be assisting Promat Colleges and the READ organisation with international fundraising for their new development programmes.

The foundation's patrons include Dr Oscar Dihlomo, executive chairman of the Institute for Multi-Party Democracy; Dr Mamphele Ramphele, deputy vice-chancellor of the University of Cape Town; veteran politician Helen Suzman; and Julian Ogilvie Thompson, chairman of Anglo American Corporation.

And with trustees such as Independent Schools' Council director Mark Henning, Sowetan editor Aggrey Klaaste and Sy Kutumela of Promat College of Education, the foundation has developed significant interest and support.
Pouring cash into schools does not improve education

SIMON BARBER in Washington

FEW of the calculations contained in the recent IMF occasional paper on SA’s post-apartheid economy were more reassuring than those dealing with per capita expenditures on education after racial disparities had been removed.

Assuming a new government devoted the same proportion of GDP to public schooling — about 6% — as the present one, and assuming perhaps optimistically a GDP growth rate of 5%, the study found that per-pupil spending in 2009 might level out at R1 313, a modest increase from the 1990 figure of R907 for blacks and a precipitate decline from R4 907 for whites.

On the face of it, these are depressing figures, implying major losses for the previously privileged few and only nominal gains for the supposedly liberated majority. However, depressions depend on whether there is a direct correlation between the volume of money thrown at education and the quality of the end product.

The American experience, while scarcely probative, is encouraging. It suggests that above a certain minimum level, the relationship between expenditure and quality starts to become inverse and that, ultimately, less may be more.

By SA standards, the largesse lavished on the American public school student is eye-popping. The national average is close to R2 000 per year. Very few other countries spend more; yet the output is almost uniformly admitted to be sub-par. A big theme in this year’s presidential election is that the US is turning high school graduates unable to compete in the high-tech global economy.

Many reasons are given for this:

- The absence of rigorous testing;
- Low teacher pay (especially short school years);
- Absence of well-trained teachers;
- Absence of an emphasis on education; and
- A general lack of interest in education.

But the question remains, why is this happening? A look at the world’s best education systems might provide some insights.

What has happened here, and all around the country, is that the educational establishment has been asked to do too much with too little, to a point where it has lost its way. The school system is under pressure to produce results, but it is not clear how to achieve them. Teachers are overworked, and there is a lack of support from the government and other stakeholders.

The computer fixation is a case in point. It is regularly argued that a key reason American students are falling behind their peers in other industrialized countries is that there are not enough PCs in their classrooms.

But the equation, more computers equals better education, does not withstand scrutiny. A computer — little more, after all, than a glorified typewriter-cum-adding machine — is not a cost-effective tool for teaching or learning. The three Rs, the so-called "basic skills," are not the same as the "soft skills" that are required in the modern world.

Parents in New York have been horrified to find their teenagers coming home with pamphlets enumerating their "sexual rights," including the "right to choose whether to have sex or who to have sex with." This extraordinary document was prepared and printed by city authorities with federal money.

The system has run amok because, at root, it is so well funded. It has the luxury of being able to do too much, including engage in willful social experimentation, and has thus lost sight of the relatively simple, well-tested things that need to be done, like turning out young people who can read, write, calculate, think and argue. This has a basic grasp of how the world works.

Whether SA will be able to achieve that on a per pupil outlay of R1 313 a year remains to be seen. But, because it will not be able to afford the ideological and other frivolities that are taking over in the US, it has a chance to do a far better job than is done with R2 000 per student here.

"self-esteem" (on the theory that if they love themselves enough they will not take drugs) and how to work and play co-operatively, and a"value-clarification" session, or a "multicultural" indoctrination period. One Ohio teacher interviewed by Forbes said the situation was now so out of hand that some of her colleagues were referring to parents as "the dummy class" and "our indio students".

Politicians are to blame for a lot of this, since it is they who, in the name of reform, are throwing money at the schools, while at the same time feeding administrative and bureaucratic work which they themselves often have no idea about how and what children are learning.

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Afrikaans to be 'friendly' language

AFRIKAANS should be turned into a language of friendship, rather than of confrontation, delegates were told.

Minister of National Education Mr Piet Marais said legislation alone would not protect Afrikaans. Its future would best be secured by its use as a language of friendship, rather than confrontation.
Secure future for Afrikaans

EAST LONDON — Afrikaans and English would be official languages in a new order, National Education Minister Mr Piet Marais said yesterday.

The government would not allow Afrikaans to be dropped as an official language, as had happened in Namibia.

The government realised how sensitive the language issue was, he said. — Own Correspondent, Sapa
Official languages to stay

AFRIKAANS and English would be official languages in a future dispensation, National Education Minister Piet Marais said yesterday.

Marais told the NP's Cape congress it was not feasible that Afrikaans would disappear when 6-million South Africans used it as their home language and 16-million citizens could speak it.

He said government would not allow Afrikaans to be dropped as an official language.
More teaching at home?

JOHN VILJOEN, Education Reporter

CHILDREN who live far from towns may in future be taught at home rather than spend years in a far-away boarding school, in terms of a new policy outlined by education officials.

But the new provision will apply only in exceptional cases.

Dr H J S Stone, superintendent-general of the Department of Education (House of Assembly), said the state could not run cost-effective schools in these areas because of the low concentration of pupils, and many had closed or were facing closure.
Try to say it with comics

COMIC strips usually amuse and entertain, but, as more and more life assurance schemes are finding out in South Africa today, they can also educate.

Employee benefits are a complex issue at the best of times, but during negotiations between workers and employers, workers are often at a disadvantage because they do not know enough about insurance, pensions and other benefits.

To help them, Old Mutual has pioneered easy-to-read comic strips to explain these complex issues to workers.

At least two are already in circulation. One has been produced for its employee benefits division and the other for labor.

They graphically explain the differences between, for example, pension funds and provident funds, why these are needed in today's society and what is done with the money in the fund to ensure that it grows and/or is used to back social programmes.

Explaining the move, Old Mutual's general manager in charge of employee benefits, Mr Garth Griffin, said negotiations about employee benefits were usually highly emotional, with rhetoric and a lack of realism predominating.

"When participants better understand the issues and each other's viewpoints, it is possible to move quickly towards practical resolution - for the benefit of all," said Griffin. - LYNDA LOXTON
‘Education forum an imperative’

By Isaac Moledi

THERE was an urgent need for the establishment of a national education forum to address the present crisis in black education, callers to the Sowetan Radio Metro Talkback Show said last night.

The ANC’s head of education, Mr John Samuel, called for a range of community and political organisations to propose such a forum to the government.

He said it would be possible to work out ways and means to address the present education crisis if the education forum was established.

The rector at the University of the Western Cape, Professor Jakes Gerwel, said the education forum, with more meaningful parent participation, was important to bring the country’s ailing economy back to normal.

“The lack of legitimacy of our education system is the cause of the present crisis. A long-term education programme is crucial to help revive the economy.

“We are not doing okay by any standard,” he said.

“I’m not very optimistic that we would see any drastic improvement in the matriculation results.”

Samuel - ANC

“Matriculants themselves need to be optimistic and exercise self-drive.”

Daniel, Johannesburg

“Matriculants should not be confused and be absorbed by the political climate. Concentrate in what you are doing.”

George Matsembe, Springs

“The crisis in black education is tied to the political climate existing in the country. If only we can get a legitimate authority to work out this problem.”

Prof Gerwel, University of the Western Cape

“At this hour students should rally together and form study groups.”

Thami Vomvanya, Soweto

“The problem with the poor matric results is the political illegitimacy of the education system.”

Hopo Papo, Johannesburg
Outrage over school threat

Staff Reporter

LOCAL Model C school principals have expressed shock at the tactics employed by a Durban school that is allegedly threatening to prevent a pupil from attending the matric dance at the weekend to extract school fees from her parents.

They said no school was entitled to take action against a pupil for fees. According to departmental regulations, this included barring a pupil from writing exams.
Strive for independent education - SA warned

A Zimbabwean academician has warned that if South Africa continued to resort to ad-hoc education and training policies after independence, the education system could continue to be dependent on the past system. Zimbabwean university educator, Dr Peter Dzvimbo, made the warning at a briefing of various local education structures and students in Johannesberg during his recent visit to the country.

He said Zimbabwe, like most developing nations, uses both teacher-made and public examinations to evaluate the end of the year learning activities of students.

As such, England’s Cambridge of London examinations are a major component of the education system in Zimbabwe. However, efforts were being made to localise the examination system by training personnel to set exams and correct scripts.

He said the government was currently spending a lot of scarce foreign exchange reserves paying for examinations annually. Above this, the exams are still coming from England - and this raises issues of cultural dependency on the former metropole which may not be acceptable politically at this historical juncture.

Policy reform

His topic, “Peoples Education as Understood, Negotiated, Contested and Transformed in the Zimbabwean Context”, raised a lot of questions about the current and future plans of our education system.

He said in his country, the establishment of a “Peoples Education” meant that access to all levels of education had increased overnight. Immediately after the 1980 independence, the educational policy reform was changed from an elite racially-based educational system to mass based one.

Primary education enrolment tripled from over 800 000 in 1980 to 2.2-million in 1996 while secondary school enrolment rose from 66 000 to 700 000 in the same period. Similar growth was experienced in teacher-training, university enrolment, the non-formal and tertiary sectors.

However, he said there were major constraints in higher education caused by diminishing financial resources and the brain drain to South Africa and Botswana.

“The unit cost of financing the university education has now risen to thousands of rand, students receive half the cost of education in the form of a grant and the other half in the form of a low interest loan with a high default rate. Therefore, the education is heavily subsidised by the tax payer ever since it has been proven beyond doubt that private and social rates of return are lower than those in primary and secondary education,” Dzvimbo said.

Imbalances

He said financing of education always competed for the first place with defence. “Now with the slowing of relationship between Zimbabwe and South Africa, the education budget takes the largest percent of the total national budget.

“However, most of the money goes into teachers’ salaries and recurrent expenditure rather than into improving instruction. Government has always used financing of education as mechanisms of control, and repressing imbalances created by colonialism,” he said.

Dzvimbo said the major criticism of government financing of education was on the policy of paying more to schools that have better services. These are usually the established private schools with better trained and experienced teachers, he said.

“One of the hallmarks of people’s education is the emphasis on equity and access to education by every child if the state can afford. Once the child is in school, means have to be found to retain the child in school and to evaluate his or her learning experiences in a manner that is not dictated by behaviouralist psychology which is oriented towards preconceived objectives,” said Dzvimbo.

He said that the discourse and practices of people’s education are frustrated in the post-colonial state by the contestation of the state, the economy and civil society.

“This will continue to happen as ruling elites fail to control both the political and in particular the economy arenas in their countries. The implementation of a people’s education is also frustrated by formalism and bureaucratisation of the education system even in places where governments are arguing for decentralisation as the case in Zimbabwe.”

“This problem usually stems from the practice of adopting external education models and imposing them on African countries with different histories,” said Dzvimbo.
A NEW concept has come to Cape Town — Design for Learning. Its novel approach combines an exhibition with speakers, panel discussions, workshops, drama and business games focusing on the process of learning.

The programme, on October 15 and 16, has been organised by the training and organisational development committee of the Institute of Personnel Management (Western Cape).

Cape Town offers a unique, innovative opportunity for business managers, employees, non-profit organisations, educational institutions and the informal sector.

Design for Learning aims to discover the best ways of unlocking human potential. Its vision is to develop people so that business here can become more competitive locally and internationally.

The focus will be on learning about innovative products and processes. The aim will be improved performance and productivity of individuals and organisations.

Design for Learning will not deal with marketing training. It combines displays, workshops, seminars and a convention to create a platform for learning.

The programme will become an annual event that aims to build the Cape as a leader in human resources development.

It will do more than give managers and experts a chance to learn how to create a more effective workforce. Funds raised by the programme will be used to bring learning to disadvantaged communities.

Design for Learning aims to draw as much participation as possible from the community.

The latest technology will be evaluated and displayed at the event.

Researchers and non-profit organisations will be offered an opportunity to show development work in their field.

Design for Learning also offers customers a chance to see the effort that gets put in behind the scenes to give them a quality service or product.

Design for Learning will be opened by Mr Neal Chapman, executive chairperson of Southern Life, who will speak about "Learning to Unlock".

Professor Kader Asmal, professor of human rights law at the University of the Western Cape, will speak on "Creating a Culture of Human Rights in a Free South Africa".

Peninsula Technikon rector Mr Franklin Somm will give a talk on "Adjusting for a New South Africa".

Two speakers will deal with educational issues: Mr Tony Frost, executive director of Lonrho Management Services, on "Educaing for Growth" and Mr Bruce Crookes, Eskom executive director, on "Learning — That's What It's All About".

Panel discussions will include topics such as community learning and empowerment; affirmative action; personal development and self empowerment; learning styles, methods and approaches; and adult learning in the workplace.

The organisers have invited 20 companies to exhibit at Design for Learning. Their displays will show the latest ideas in the learning process — adult literacy and numeracy, career development and approaches to university thinking at educational and industrial levels.

The programme will give businesses and employees more insight into unions, affirmative action, unemployment and inflation.

Design for Learning will be held in the large exhibition hall at the Cape Town Civic Centre.
GETTING READY! (from left to right: Chris, Georgia, and John)

I want to set up the Business Department's exhibition. I need to make sure the store is tidy. Joanne, I want to review what we have. Let's get started.

I'm setting up their part of the exhibition.

Johnny Johnson from Basic Education and Skills for Adults

Two potential issues should be addressed:

1. Laying out the different exhibits.
2. Lining up the work in order.

I have some ideas about this. Let's discuss it.

I'll put the following exhibits in a line:

- The accounting exhibit
- The marketing exhibit
- The finance exhibit

I'm thinking of putting the finance exhibit first, then marketing, and finally accounting.

I'm looking forward to hearing your thoughts.

If you're interested in any of these, please let me know.

Find out why adults need to learn.
About Design for Learning

THE programme features a variety of sessions so you can concentrate on subjects of special interest to you and your organisation.

Plans of the hall layout are available at the information centre near the entrance. Here you can find out what is happening and facilitators will be available to help you.

Speakers are experts on their subjects.

You will work with your colleagues, exploring in depth the challenges of the nineties, say organisers.

The programme will provide you with a forum and the tools to position your training and development function as a strategic player and a key decision-maker in your organisation.

Your support of this unique event will enable IPM (Western Cape) and representatives of the sponsors to start a community development trust fund. Training and development projects will be financed by this fund to uplift communities.

Additional Information

Each session will start with the keynote speaker.

Panel discussions, workshops and other activities will follow.

There will be a noticeboard at the entrance of the hall stating the starting times of the day’s activities.

Refreshments will be available throughout the day except during keynote speaker presentations.

The cost of refreshments is not included in the entrance fee.

Venue

Large Exhibition Hall A
Cape Town Civic Centre
Hertzog Boulevard
Cape Town

Parking available at the Civic Centre

Registration:

At the door
No advance registration necessary

Delegate fee

Adults R10 a day
Students R5 a day

Pupils R2.50 a day

Exhibitors

Enter Education (Pty) Ltd
A M Kellerman & Associates
National Productivity Institute
Educational Support
Services Trust
Besa (Pty) Ltd
Trust
Engen
Eskom
Management Systems Development and Implementation
dale Carnegie Courses
University of the Western Cape
Mast
Institute of Personnel Management (IPM)
The Southern Life Association
Limited
Centre for Cognitive Development, Vista University
Interface Communication
Training
Organisational Interface
Management
Effective Learning Systems
Andrew Levy & Associates
Accelerated Learning Systems
Gateway Human Resource
Development
Writing's on the wall, but who can read it?

E V E R Y political organisation across the political spectrum agrees that SA’s first political general election may be just around the corner. But, with the country’s high rate of illiteracy, how many eligible voters will be able to even read and understand notices announcing the election? SBU MINGADI investigates.

The truth is that until the radio services, particularly Radio Bush, became at least neutral, the forthcoming election could be a free-for-all. Phoonk argued that the election was going to be a free-for-all, the forthcoming election could be a free-for-all. Phoonk argued that the election was going to be a free-for-all.

The present system of voter registration was according to the identity document, which created, among others, the following problems:

- In rural areas, children were often not registered.
- Many people were ignorant of the fact that ID books existed and how they should get them.
- It would be an immense task to register all the members of the population in the time between the announcement of the election and the actual elections.
- A quick and efficient method was used in the recent whites-only referenda, where voters placed their hands in an indelible ink so that when they voted at other elections.

Philosophies

With regard to pre-election education, most countries tended to familiarise the electorate with electoral processes, rather than educate them about electoral philosophies.

In Namibia the different parties and the UNW (the Assistance Group) (UNAG) used several approaches to educating people about the elections. Using all the available media, from radio to newspapers and posters, UNAG moved around the country with interpreters, explaining election procedures to the people.
C M Smith
Orthotic and Prosthetic Association of South Africa
Dr G Kimont Hicks
Psychological Society of South Africa
(2) yes, the aim was a discussion to make health services within the public sector more affordable and to have all within the public sector to participate in the establishing of priorities and possible identifying of saving precautions. No other items were discussed.
(3) no;
(4) no;
(5) no

Own Affairs:

Model C schools: payment of school fees

74. Mr R M BURROWS asked the Minister of Education and Culture:
(1) Whether his Department has laid down any guidelines concerning the measures that may be introduced by the governing body of a Model C school to recover compulsory school fees and other moneys owed by the parents; if not, what procedure is followed in this regard; if so, what measures may be introduced for this purpose;
(2) whether any steps will be taken in respect of any pupil whose parents do not pay compulsory school fees; if so, what steps;
(3) whether the governing body of a Model C school may refuse admission to any applicant pupil on the grounds that his parents have a history of non-payment of school fees?

The MINISTER OF EDUCATION AND CULTURE:
(1) With reference to public schools for either public ordinary education or specialised education, which are state property, yes; with reference to state institutions as defined by the Rating of State Property Act, relating to universities and technikons, yes, with reference to state-aided schools for specialised education and technical colleges, yes; and with reference to state-aided schools for ordinary education yes, until such time as another arrangement, for example possible exemption, may be made by means of further negotiations,
(2) no, because the immovable property concerned is transferred to state aided schools in accordance with the provisions of article 31A(a) of Act 70 of 1988;
(3) no.

(a) in terms of a recent Cabinet decision private schools will not be expected to pay municipal rates until such time as another arrangement has been determined through negotiation.
(b) see answer 3(a).

School governing bodies: title deeds

76. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether it is the intention of the Government to make over title deeds to school governing bodies; if not, why not; if so, when;
(2) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:
(1) No, because as from the date on which a public school is declared to be a state-aided school, the ownership of immovable property vested in the State, shall devolve upon the state-aided school. In order to record the transfer certain endorsements must be made on the title deed, and entries in the register of the Registrar of Deeds. The original title deeds remain in possession of the Registrar of Deeds, but after the endorsements and entries referred to, have been made, the state-aided school receives a copy of the title deed. The transfer is, however, subject to a reversionary clause endorsed on the title deed.
(2) no.
Rates relief for schools

IN a major concession to private and Model C schools and parents, the government will continue paying municipal rates on school properties.

National Education Minister Plet Marais said this was because governing bodies had said they would have serious financial problems if they had to pay rates.

"This is the most significant concession Mr Marais has negotiated since the introduction of Model C," said Cape Provincial Parents' Association head Naomi Peagam.

Mr Marais said the government would continue paying rates until another arrangement, such as possible exemption, had been determined through further negotiation.

He said this meant state-aided schools would be better able to maintain fees within reasonable limits, while certain private schools — which could have been faced with closure would remain financially viable.

Some schools said rates would have increased annual running costs by R100 000.
Schools relieved on rates

MODEL C school principals are relieved that schools will not be charged hefty municipal rates next year which would have caused school fees to escalate.

Cape Town High School principal Mr Nugent Field said he was "delighted" at the announcement, which would save parents about 20% a year on school fees.

The school's annual municipal rate bill is R100 000.

Wynberg Boys' High School principal Mr Rowan Algie said parents had been spared an annual bill of R200 000 which would have bumped up school fees by about 10%.

Hundreds of thousands of rand in fees are still outstanding in Natal schools since the introduction of compulsory fees under the Model C system, and at least one school has threatened to exclude pupils whose parents have not paid. — Staff Reporter, Own Correspondent
Engen: investing in education for change

Engen places a high priority on investing in education to promote change and development in South Africa. According to its social investment co-ordinator, Dr Des Roberts, this investment is a fundamental part of both supporting education and encouraging other companies to become involved in this form of social investment.

This is clearly noticeable in the Engen Education Programme, which aims to provide extra tuition in maths, science and English to pupils from Std 6 to 10 for 20 Saturdays a year.

Of the more than 500 pupils who attend these classes, almost 13 percent are children of employees at the Engen head office in Cape Town and refinery in Durban. The rest have been selected from local community schools such as Stellenbosch, Isilo in New Crossroads, Cape Town, or come from other companies who pay for children of their employees to attend the Engen classes.

"In Cape Town, there are now 167 students from 20 different schools and 20 different companies attending these classes," said Roberts.

"It makes sense for other companies to piggy-back on the basic courses and tutors we provide, making use of the University of Cape Town facilities, rather than trying to start their own programmes."

Engen has also started a programme in Worcester and is advising companies in other parts of the country on how to set up similar programmes.

The main rationale for the programme was the fact that research by Roberts had shown there was a severe shortage of black, coloured and Indian matriculants, few had studied maths or science and many had trouble with spoken and written English. Those who did study maths or science were hampered by a lack of laboratory equipment with which to conduct experiments and books such as text books.

The three subjects were seen as being vital to enabling black students to secure training and employment opportunities at a time of rapidly changing technologies — and to meet South Africa’s future labour needs.

During their Saturday sessions, which last from 8am to 4pm, students are given intensive tutoring, provided with study notes to make up for the lack of textbooks at their schools and can use laboratory equipment at UCT or the University of Natal to carry out experiments.

"From next year, we hope to take the programme to areas such as Crossroads as well, where we could provide a resource centre with all the necessary equipment and cater for more students," said Roberts.

Not surprisingly, there is a great demand for the classes and Engen cannot take on all those students selected by communities. As a result, any student who fails to attend classes for three weeks in a row is automatically disqualified and another is taken on.

A winter school is also organised for the matriculants in the programme. This lasts a week and issues covered include career guidance and study skills.

Engen’s other investments in education include:

EDUCATIONAL ASSISTANCE FOR EMPLOYEES

This takes place at two levels:

- Grants to help employees educate children.
- Grants to help employees themselves to study part-time.

Engen pays its employees up to R6 000 a child a year at university or college, R550 a year for each child in secondary schools, R300 a year for each child in primary school and R150 a year for each child in pre-primary school.

"Our motivation is that we want all of our employees to be aware of the importance of education and to make it easier for them to educate their children," said Roberts.

Engen is supporting the education of more than 1 000 children of employees in this way in Cape Town alone this year.

Employees are also encouraged to do part-time studies related to their work, with Engen paying all their fees. If they pass their courses, the fees are written off as grants — but if they fail, they have to pay the money back.

BURSARIES

The Engen bursary scheme was started in 1986 and this year supports nearly 80 students country-wide at a cost of about R16 000 each (depending on where they are studying).

The bursaries are granted for either commerce/computer science-related degrees by the Engen marketing division, or for chemical, mechanical and electrical engineering degrees by the Engen refining.

Students supported by Engen are expected to work for the company once they graduate, but are not tied down for any set period. This is because they have so far been quite happy to stay on with Engen. If a student wants to study further in another discipline once the degree supported by Engen has been completed, the bursary can be written off as a grant. In the few cases where Engen cannot place graduates, the disciplines they have studied enable them to easily find jobs.

A mentoring programme was introduced last year to help students develop time management, study methods and objective setting skills. This has improved the pass rate of the bursary holders.

ENGROS FOUNDATION

With a budget of more than R10 million a year, this foundation is funded by Engen but operates independently under its own board. About 50 percent of its annual budget is spent on education projects around the country, with the rest going to community and entrepreneurial development programmes.

This makes the foundation one of the biggest funders in the education field and projects supported include the South African Association for Early Childhood Education, Learn and Teach, RBAD, Teacher Opportunity Programmes, Careers Research and Information Centre and a wide range of community-based education projects.

The foundation believes that transformation in South Africa will be best achieved through a holistic approach to development. It therefore aims to integrate the activities of its education, entrepreneurial development and community development units, and will encourage a similar approach in communities with which it co-operates. All projects and programmes are undertaken in close consultation with communities.
World Bank funds waiting for talks

Greta Steyn

A KEY World Bank official yesterday indicated the bank could provide finance for education and urban development in SA once it felt comfortable with the political situation.

The bank's country officer for SA, Tim Morris, said in an interview in Johannesburg yesterday current studies - particularly on education and urban issues - would enable the bank to move immediately once it could provide finance. He emphasised that the provision of finance would take place only at SA's request.

Morris said the bank needed to be satisfied "consensus" had been reached politically. "We are not defining consensus," he said. Until then, the bank's role was confined to policy advice.

Monetary officials speculated the bank might be able to agree to a request for finance before an interim government was in place, but after a return to the negotiating table and some clarity on SA's future.

Morris is co-ordinating the bank's programme on SA and is in the country to obtain feedback on wide-ranging studies the bank has undertaken. The bank's director of the southern African region, Stephen Denning, was scheduled to arrive in SA next week to discuss current economic developments, Morris said.

He said the bank was intensifying its work on trade and industry and was looking into SA's "complex" tariff structure. The bank was also developing an integrat-

World Bank

The bank described significant progress towards a new economic model for SA, which would include a number of variables including investment, exports and imports, inflation and employment. The bank also planned workshops on land, agriculture and housing, after what Morris described as two highly successful workshops on education.

Morris emphasised the bank was involving South Africans in its work, noting that sectoral studies were being done in a workshop environment. The main political and institutional interests were represented, including key academics, trade unions and urban non-government organisations. The bank had been impressed by the strength of SA's non-government organisations.

The bank hoped that by the first half of next year all the information would be brought together in a coherent view of the economy, providing a historical perspective and a basis to make projections.

Studies that had already been completed included the macroeconomy, unemployment and manufacturing.
World Bank may give money for education

Own Correspondent

JOHANNESBURG. — A key World Bank official yesterday said the bank could provide money for education and urban development in South Africa once it was satisfied with the political situation.

The bank's representative in South Africa, Mr. Alan Morris, said here yesterday studies— particularly on education and urban issues— would enable the bank to move immediately once the money was provided. He said money would only be provided at South Africa's request.

Mr. Morris said the bank needed to be satisfied "consensus" had been reached politically. Monetary officials speculated the bank may agree to a request for money before an interim government, but after a return to negotiations.

Mr. Morris said the bank was also probing the country's trade and industry, and its "complex" tariff structure.
JOHANNESBURG. — The National Education Co-ordinating Committee Southern Transvaal region is preparing to launch a mass action campaign early next year to force the government to open all schools to all population groups.

Permanently occupying empty schools, non-stop pickets and demonstrations are being planned to pressure the government to abandon its Model A, B and C school system, agree to one education ministry, and abandon retrenchments. NECC Southern Transvaal general secretary Mr Amon Msane said yesterday.

The NECC also warned that end-of-year examinations in schools administered by the House of Representatives might not be written this year if the government failed to stop the retrenchment of teachers controlled by the BoK. — Sapa
Education mass action planned

THE National Education Co-ordinating Committee (NECC) will launch large-scale mass action next year to put pressure on government to open all schools to all.

NECC southern Transvaal official Amon Msane told a Johannesburg news conference yesterday that past campaigns, such as the occupation of Orange Grove Primary School by pupils from Alexandra, had been "symbolic".

Next year the NECC would pull out all the stops to pressure government to open all schools and to stop its unilateral restructuring of education.

Mass action would include permanent occupation of empty schools and non-stop pickets, he said.

Msane said it was an established fact that it was only when action was taken that government moved. "Through negotiations things can take ages."

The campaign would not deepen the crisis in black education as the crisis had existed long before the protests, he said.

Msane also warned that a strike by coloured teachers in parts of the Transvaal and Natal would spread to other areas unless a demand for an end to the retrenchment of teachers was met.

Msane said the teachers' strike could hamper year-end examinations.

He also announced the NECC's campaign to promote the formation and recognition of parents, teachers and student associations in school management structures.

Author killed in crash
City march to focus on education cutbacks

PARENTS, teachers and students would march on Parliament on Saturday in protest against cutbacks in the "coloured" education department, the South African Democratic Teachers' Union (Sadtu) said yesterday.

"But far from bowing to the pressure, the Minister of Education and Culture in the House of Representatives, Mr Abe Williams, yesterday issued a statement accusing Sadtu of spreading "disinformation" among teachers and said this had caused considerable confusion.

He threatened to call off a meeting with Sadtu scheduled for November 5.

Sadtu had been invited to make a contribution and alternative proposals to the budgetary problems, but nothing had been received, he said.
Education - A basic human right

Kevin Harris

THIS year's winner of the Standard Bank Young Artist Award for Film, Kevin Harris, has expressed disappointment at the chaos he witnessed in black schools.

Harris, who has completed a 45-minute documentary on "Education - A Basic Human Right", said the education crisis was a microcosm of the challenges facing the majority of South Africans in making the transition from apartheid to a new South Africa.

"Our people have to learn that education is not just what happens in the classroom. It has to do with housing, health facilities, transport and violence. For the majority of South Africans, the education struggle is overcoming the violence, lack of housing before they even get to the classroom," he said.

Struggle

According to Harris, schooling in the urban areas is in chaos. "This will continue until there is a political settlement because the youths have been actively involved in the struggle for so long. They will ensure that they see changes in their whole life before they could see a necessary role for themselves in the struggle. The new South Africa will give them opportunities which, unless they have education, they won’t be able to take advantage of," he said.

He said when filming in the rural area of Jane Furse, he could not believe that the parents who spent hours fetching water from the pit with their wheelbarrows, could play a meaningful role in their children's education.

Home-work

Harris said scores of people experienced difficulties in coping with their home-work because some parents could not afford candles.

"The whole lack of infrastructure makes it difficult for children to learn," he said.

The document does not prescribe a particular solution. It opens up issues for debate. It focuses on the experiences of those directly affected by the education crisis with constant reference to the inter-relationship between teachers, pupils and parents. The documentary will be shown at the Weekly Mail Film Festival on November 6 at the Market Theatre in Johannesburg.
EDUCATION — GENERAL

1992

NOV. — DEC.
Siting of new schools brings township cheer

EDWARD MOLOYANE
Staff Reporter

IT WAS a day of great excitement in the townships.

Department of Education and Training officials on Friday last week went from place to place to hand over sites to contractors to start building schools.

Ululating, choir music and general happiness — usually associated with big occasions — characterised most of the day-long functions in Khayelitsha, Nyanga and Lwandle township in the Strand.

The department is to build at least nine schools — two secondaries and six primaries — in Peninsula townships.

Area manager Mr Archibald Ndumase said Lwandle township in the Strand would also get a primary school while George and Oudtshoorn would each be provided with a secondary school.

Khayelitsha’s huge shack settlements of Harare and Macassar, each with a population of more than 60 000, would both have a primary school.

Apart from administrative blocks and toilets, most of the schools will have about 25 classrooms, 24 teachers and 1 000 pupils from sub A to standard five, Mr Ndumase said.

Most of the sites have already been levelled and contractors started building yesterday.

The provision of the schools, most of which will be ready by March next year, would make platooning — shift classes — a thing of the past, especially at primary schools.

Mr Julian Ntsholo, chairman of the Khayelitsha Civic Association, said the building of the schools, some of them in new areas of Khayelitsha, meant a lot to residents.

“Since we arrived here in 1988 there has been no school or any facilities and it’s through the efforts of the community that these had been provided,” he said.

Mr Ntsholo said the DET had also pledged five additional secondary schools in Khayelitsha in the “near future”, but primaries were a priority.

Also to benefit from the new venture will be Bulumko and Thand ukhulu, two of three Khayelitsha secondaries using the “platoon” system.

Thandukhulu secondary was embroiled in a controversy last month when its pupils tried to occupy the empty Tafelberg primary in Mowbray, resulting in clashes with police.

But the more than 800 pupils were allowed to use Tafelberg after the intervention of “white education” minister Mr Piet Marais.

Another “platoon”, Khayelitsha secondary Intlananganiso, was allowed to move into Cape Technikon buildings.
PAC scholarship fund

THE Pan Africanist Congress (PAC) yesterday launched its first scholarship trust fund, named after colourful African nationalist and intellectual Anton Lembede. 50

The trust is to be run independently of the organisation by a board of educationists and academics. However, the PAC will make the initial deposit to get the fund off the ground.

The trustees of the fund, which is also in honour of late PAC leader Mr Zephania Mothopeng, are: Professor Eskia Mphahlele, Professor Maje Seroto, Mrs Dallis Hall, Mr Makhudu Ramopo, Mr David Mnule, Wits lecturer Mr Klaas Mabuhi, St Barnabas College principal Mr Michael Corke and Pretoria attorney and PAC member Mr Moss Mavundla.
Reading boom’ as Cape libraries are opened to all races

TOS WENTZEL
Political Staff

MORE and more people are streaming to Cape provincial libraries in what officials describe as a remarkable “reading boom” since libraries were opened to all races in 1990.

Mr Deon Adams, MEC in charge of library services and nature conservation in the Cape Provincial Administration, said that with a budget of R43 million for the service this year, attempts were being made to make it even more widely available.

Special attention was being given to disadvantaged communities, including farm workers, literacy programmes in some libraries and to making study facilities available in areas where these were required. Wherever possible sub-Depots of books could be established to make them more readily available to the disadvantaged.

The service had, through the distribution of hundreds of thousands of colouring-in books, posters and jigsaw puzzles, stimulated an interest in the library service.

The service had 476 affiliated and 296 branch libraries and there were 900,000 active members in the province.

The increased use of libraries since they were opened to all was especially marked in the country areas where in some cases the number of members had gone up by 150 percent.

One of the top priorities of the service now was to provide 10 to 12 new libraries a year in disadvantaged areas.

Mr Adams said Cape nature reserves had a huge tourist potential. One hundred and thirty-five areas covering about 1.3 million ha were being conserved. But greater attention would have to be given to providing more facilities for visitors.

There was a need for a statutory body similar to the Natal Parks Board to deal with this and the Executive Committee was investigating the possibility. Such a body would be able to raise loans for facilities.

Local communities would also have to be drawn to a greater extent into the development of nature conservation areas.

Mr Adams said there was a great need to bring the idea of nature conservation to more people.
Voter education play being staged on factory floors

JOHANNESBURG's latest play is to be found on the factory floor, and it can only be seen by appointment.

The play, with neither name nor fixed venue, opened briefly in Diepsloot last week as part of a voter education initiative by the Matla Trust, an educational and empowerment organisation.

Matla spokesman Barry Gilder said the play was designed to be taken to prospective first-time voters at community venues, churches, shopping malls and even the factory floor in the Transvaal.

Gilder said a large construction group had already shown interest, and management would soon be accorded a private viewing.

Written and performed by the Ukhahlamba Theatre Project, its message is simple: political tolerance and peace before free and fair elections and the mechanics of voting. The audience is led through a series of conflict situations — not all amicably settled — to demonstrate the message most effectively.

Peace prevails, however, ending in a practical demonstration of the workings of the ballot box.

"This is a pilot project. If it succeeds, we hope to start similar projects in other parts of the country," said Gilder.

In most cases the play would be performed on request free of charge.

However, if those to whom it was shown, especially companies, offered to pay for transportation and other costs, Matla Trust "would not refuse".
GOVERNMENT NOTICE

DEPARTMENT OF EDUCATION AND TRAINING

No. R. 3091 6 November 1992

EDUCATION AND TRAINING ACT, 1979
(Act No. 90 of 1979)


The Minister of Education and Training has, in terms of section 44 of the Education and Training Act, 1979 (Act No. 90 of 1979), made the regulations contained in the Schedule.

SCHEDULE

1. In this Schedule, unless the context otherwise indicates, "the Regulations" shall mean the regulations published by Government Notice No. R. 803 of 16 April 1981, as amended by Government Notice No. R. 832 of 30 April 1982.

2. Regulation 1 of the Regulations is hereby amended—

(a) by the insertion after the definition of "candidate" of the following definition:

"'chief invigilator' shall mean any person appointed a chief invigilator under regulation 11 (1);";

and

(b) by the substitution for the definition of "invigilator" of the following definition:

"'invigilator' shall mean any person appointed an invigilator under regulation 11 (1);";

GOEWERMEMENTSKENNISGEWING

DEPARTEMENT VAN ONDERWYS EN OPLEIDING

No. R. 3091 6 November 1992

WET OP ONDERWYS EN OPLEIDING, 1979
(Wet No. 90 van 1979)

WYSIGING VAN DIE REGULASIES IN VERBAND MET DIE SAMESTELLING, PLAGTE, BEVOEGDHEDEN EN WERKSAAAMHEDE VAN DIE EKSAMENRAAD EN KOMITEES VAN DIE RAAD, DIE AFNEEM VAN EKSAMENS EN DIE UITREIKING VAN DIPLOMAS EN SERTIFIKATE

Die Minister van Onderwys en Opleiding het kragsens artikel 44 van die Wet op Onderwys en Opleiding, 1979 (Wet No. 90 van 1979), die regulasies in die Bylae verval, uitgevaardig.

BYLAE

1. In hierdie Bylae, tansy uit die samehang anders blyk, beteken "die Regulacies" die regulasies afgekondig by Goewermentskennisgewing No. R. 803 van 16 April 1981, soos gewysig by Goewermentskennisgewing No. R. 832 van 30 April 1982.

2. Regulasi 1 van die Regulacies word hierby gewysig—

(a) deur die volgende omskrywing na die omskrywing van "heeltydse leerling" in te voeg:

"'hoofopsiener' 'n persoon kragsens regulasie 11 (1) as hoofopsiener aangestel;";

en

(b) deur die omskrywing van "opsiener" deur die volgende omskrywing te vervang:

"'opsiener' 'n persoon kragsens regulasie 11 (1) as opsiener aangestel;".

70195—A 14390—1
3. Regulation 11 of the Regulations is hereby amended by the substitution for subregulation (1) of the following subregulation:

“(1) The Director-General shall, in respect of every examination centre—

(a) appoint one or more invigilators to ensure that examinations proceed in accordance with the provisions of these regulations, the examination instructions referred to in subregulation (2) and the examination rules referred to in regulation 14 (2); and

(b) appoint a chief invigilator who, in addition to the duties referred to in paragraph (a), shall exercise overall supervision and control over the examinations conducted at the centre in respect of which he was appointed and also over the other invigilators at such centre and who shall perform such other functions and duties as the Director-General may determine.”.

4. Regulation 17 of the Regulations is hereby amended—

(a) by the substitution for paragraph (a) of subregulation (1) of the following paragraph:

“(a) unless otherwise provided by an authorised person in respect of any examination or by the instructions on the examination paper in question, takes into the examination room or has in his possession while he is in the room, any book, memorandum, notes, card or other document or paper, other than that supplied to him by the invigilator, his admission card and his identification document; or”;

(b) by the insertion after subregulation (1) of the following subregulation:

“(1A) Should the Director-General, after such investigation as he may deem necessary, be satisfied that, at any time prior to the date and time on which candidates wrote a particular examination—

(a) one or more copies of an examination paper were missing or lost; or

(b) such examination paper was distributed to or circulated amongst any candidates or other unauthorised persons; or

(c) the contents of such examination paper were in any other manner whatsoever made known or otherwise became known to any number of candidates or other unauthorised persons,

and it is not reasonably possible to identify those persons or all of the candidates to whom the contents of such examination paper became known, either directly or indirectly as a result of such an irregularity, the Director-General may, without hearing any candidate for such an examination or any other person whomsoever in respect of the matter or without affording him an opportunity

3. Regulasiie 11 van die Regulasies word hierby gewysig deur subregulasie (1) en die volgende subregulasie te vervang:

“(1) Die Direkteur-generaal moet ten opsigte van elke eksamensentrum—

(a) een of meer opsiener in aanstel om te sorg dat eksamens ooreenkomsstig die bepaling van die regulasies, die eksamensinstruksies bedoeel in subregulasie (2) en die eksamen-reëls bedoeel in regulasie 14 (2) verloop; en

(b) 'n hoofopsiener in aanstel, wat benewens die pligte in paragraaf (a) bedoeel, oorhoofse toesig en beheer uitoefen oor die eksamens wat geneem word by die sentrum ten opsigte waarvan hy aangestel is, asook oor die ander opsiener by sodanige sentrum, en wat die ander werkzaamhede en pligte moet verrig wat die Direkteur-generaal bepaal.”.

4. Regulasiie 17 van die Regulasies word hierby gewysig—

(a) deur paragraaf (a) van subregulasie (1) deur die volgende paragraaf te vervang:

“(a) tensoen anders vir 'n eksamen deur 'n bevoegde persoon, of deur die instruksies op die betrokke vraestel, bepaal, 'n boek, memorandum, aantekening, kaart of ander dokument of papier, uitgesonderd dié wat die opsiener aan hom verskaf, sy toelatingskaart en sy identiteitsdokument, in die eksamen-kamer geneem of in sy besit het tenwyl hy in die kamer is; of”;

(b) deur na subregulasie (1) die volgende subregulasies in te voeg:

“(1A) Indien die Direkteur-generaal na die onderzoek wat hy redelikwyks nodig ag, daarvan oortuig is dat, te eniger tyd voor die dag en tyd waarop kandidate 'n bepaalde eksamen afgeë het—

(a) een of meer afskripte van 'n vraestel verlore geraak het; of

(b) sodanige vraestel onder enige kandidaat of ander ongemagtigde persone versprei of gesirkuleer is; of

(c) die inhoud van sodanige vraestel op enige ander wyse gehoogenaamd aan enige getal kandidate of ander ongemagtigde persone openbaar gemaak is of andersins bekend geword het,

en dit nie redelike wyse moontlik is om diegene of al die kandidate aan wie die inhoud van sodanige vraestel of regstreeks of onregstreeks ten gevolge van so 'n onreëlimeertigheid bekend geword het, te identifiseer nie, dan, sonder om enige kandidaat in so 'n eksamen of enige ander persoon hoege- naamd in verband met die aangeleenthed aan te hoor of 'n geleiendheid te bied om sy saak te stel of vertoe te rig, kan die Direkteur-generaal of ten opsigte van alle kandidate
to state his case or to make representations, either in respect of all candidates who wrote such examination at or in any school, place, centre, region or area determined by him—

(i) direct that the examination scripts in respect of that examination paper not be marked; or

(ii) refuse to recognise the result obtained by the candidates concerned in the examination,

and direct that the candidates concerned write an examination in the relevant subject afresh.

(1B) If at any stage prior to the date and time on which candidates are to write a particular examination it becomes known to the Director-General that any irregularity of the nature referred to in subregulation (1A) has occurred in respect of the examination paper for such examination, he may postpone such examination to a date determined by him, without hearing any such candidate or any other person whomsoever in respect of the matter or without affording him an opportunity to state his case or to make representations.

(1C) Failure to act in terms of subregulation (1B) shall not preclude the Director-General from acting in terms of subregulation (1A).

(1D) If the Director-General is, after due inquiry, satisfied that a candidate for any examination has actively participated in the commission of an irregularity referred to in subregulation (1A), the Director-General may—

(a) refuse such candidate admission to an examination for such period as he may determine; or

(b) refuse to recognise the results obtained by such candidate in the subject in question or in the examination as a whole; or

(c) reject such candidate’s examination script in respect of the examination paper in question."

(c) by the substitution for subregulation (2) of the following subregulation:

“(2) Should the Director-General be of the opinion that a candidate has committed any irregularity contemplated in subregulation (1) during or after the writing of an examination, the Director-General shall confront the candidate concerned with the alleged irregularity and afford him the opportunity to state his case, either in writing or verbally in the presence of a witness, whereafter the Director-General may take one or more of the following steps:

(a) Prohibit the candidate from entering the examination room or from continuing with the examination.

wat sodanige eksamen afgelê het óf ten opsigte van die kandidate wat sodanige eksamen afgelê het by of in enige skool, lokaal, sentrum, streek of gebied deur hom bepaal—

(i) gels wat die eksamenantwoordboekoe ten opsigte van daardie vraestel nie nagesien word nie; of

(ii) weier om die uitslag deur die betrokke kandidate in die eksamen behaal, te erken,

en gels wat die betrokke kandidate opnuut 'n eksamen in die betrokke vak aflê.

(1B) Indien dit in enige stadium voor die dag en tyd waarop kandidate 'n bepaalde eksamen moet aflê, aan die Direkteur-gene- raal bekend word dat enige onreëlmagtheid van die aard in subregulasië (1A) bedoel, hom voorgedoet het in verband met die vraestel vir sodanige eksamen, kan hy sodanige eksamen uitstel tot 'n datum deur hom bepaal, en wel sonder om enige sodanige kandidaat of enige ander persoon hoege- naamdaan in verband met die aangelêtheid aan te hoor of 'n geleentheid te bied om sy saak te stel of veròëte te rig.

(1C) Versuim om ingevoelige subregulasië (1B) op te tree, verhoed nie die Direkteur-generaal om ingevoelige subregulasië (1A) op te tree nie.

(1D) Indien die Direkteur-generaal, na behoorlike onderzoek, daarvan oortuig is dat 'n kandidaat vir 'n eksamen aktief deelgeneem het aan die totstandkoming van 'n onreëlmagtheid bedoel in subregulasië (1A), kan die Direkteur-generaal—

(a) sodanige kandidaat toelating tot 'n eksamen wiêr vir die tydperk wat hy bepaal; of

(b) weier om die uitslae deur sodanige kandidaat in die betrokke vak of in die eksamen in sy geheel behaal, te erken; of

(c) sodanige kandidaat se eksamenantwoordboekoe ten opsigte van die betrokke vraestel verwerp."

(c) deur subregulasië (2) deur die volgende subregulasië te vervang:

“(2) Indien die Direkteur-generaal van oordeel is dat 'n kandidaat hom gedurende of na die aflegging van 'n eksamen aan enige onreëlmagtheid bedoel in subregulasië (1) skuldig gemaak het, moet die Direkteur-generaal die betrokke kandidaat met die beweerde onreëlmagtheid konfronteer en hom 'n geleentheid bied om sy kant van die saak skriftelik of mondelings in die teenuoor- digheid van 'n getuie te stel, waarna die Direkteur-generaal een of meer van die vol- gende stappe kan doen:

(a) Die kandidaat verbied om die eksamen- kamer te betree of om verder eksamen te skryf.
(b) Refuse the candidate admission to an examination for such period as the Director-General may determine.
(c) Refuse to recognise the results obtained by the candidate in a subject or in the examination as a whole.
(d) Reject the examination script in respect of the examination paper in question.
(e) Withhold the candidate's results pending further investigation into the alleged irregularity.

(d) by the insertion after subregulation (2) of the following subregulation:

"(2A) The candidate shall state his case, as contemplated in subregulation (2), within seven days of the Director-General's confronting him, as so contemplated."

(e) by the substitution for subregulation (3) of the following subregulation:

"(3) If, after the application of subregulations (2) and (2A), the Director-General is of the opinion that a candidate is guilty of an irregularity referred to in subregulation (1), he may in writing direct that the candidate concerned write an examination afresh."

(f) by the deletion in subregulation (5) of the expression "not exceeding R200";
(g) by the deletion in subregulation (6) of the expression "not exceeding R500"; and
(h) by the addition after subregulation (6) of the following subregulation:

"(7) Any person who falsely holds himself out to be a candidate at an examination shall be guilty of an offence and liable on conviction to a fine or in default of payment to imprisonment for a period not exceeding 12 months.")

(b) Die kandidaat toelating tot 'n eksamen weier vir die tydperk wat die Direkteur-generaal bepaal.
(c) Weier om die uitslae deur die kandidaat in 'n vak of in die eksamen in sy geheel behaal, te erken.
(d) Die eksamenantwoordboek ten opsigt van die betrokke vraestel verwerp.
(e) Die kandidaat se uitslae terughou hangende verdere ondersoek na die beweerte onregelmatigheid.

(d) deur na subregulasie (2) die volgende subregulasie in te voeg:

"(2A) Die kandidaat stel sy kant van die saak soos in subregulasie (2) beoog, binne sowel dae nadat die Direkteur-generaal hom gekonfronteer het soos aldus beoog.

(e) deur subregulasie (3) deur die volgende subregulasie te vervang:

"(3) Indien die Direkteur-generaal na die toepassing van subregulasies (2) en (2A) van oordeel is dat 'n kandidaat skuldig is aan 'n onregelmatigheid in subregulasie (1) bedoel, kan hy skriftelike gelas dat die betrokke kandidaat opnuut 'n eksamen aflië.

(f) deur in subregulasie (5) die uitdrukking "van hoogstens R200" te skrap;
(g) deur in subregulasie (6) die uitdrukking "van hoogstens R500" te skrap; en
(h) deur na subregulasie (6) die volgende subregulasie by te voeg:

"(7) Iemand wat hom by 'n eksamen valslik as 'n kandidaat voordoen, is aan 'n misdryf skuldig en by skuldigbevinding strafbaar met 'n boete of by wanbetaling met gevangenisstraf vir 'n tydperk van hoogstens 12 maande."

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**CONTENTS**

<table>
<thead>
<tr>
<th>Government Notice</th>
<th>Page</th>
<th>Gazette No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Training, Department of</td>
<td>1</td>
<td>14390</td>
</tr>
<tr>
<td>Government Notice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R. 3091 Education and Training Act (90/1979): Amendment of the regulations in connection with the constitution, duties, powers and functions of the Examination Board and committees of the Board, the conduct of examinations and the issue of diplomas and certificates</td>
<td>14390</td>
<td></td>
</tr>
</tbody>
</table>

**INHoud**

<table>
<thead>
<tr>
<th>GoeWermentsKennisGewening</th>
<th>Page</th>
<th>Bladsy Koerant No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Onderwys en Opleiding, Departement van</td>
<td>1</td>
<td>14390</td>
</tr>
<tr>
<td>GoeWermentsKennisGewening</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A capital idea

This spending on education could be regarded as an important investment in the future. Gary Becker has just been awarded the Nobel Prize in economics, in part for his seminal work on human capital formation through education. The investment in human capital consists of the sacrifice of income, made by the student when studying, together with the fees and subsidies paid for education. The value of the human capital so created is the present value of the extra income earned over a working life.

The proper concern is not one of definition, but whether the commitment to education is making South Africans more productive and capable of earning more and so adding permanently to our stock of human capital. Until the weakness, of black education in particular, is addressed, much of the extra money spent on it will indeed have been consumed.

A serious concern about government spending on education is the return realised from the hugely increased resources being invested in it. This weakness has been a failure of government. More representative governments may be able to generate better returns from their spending on education. However, the way to secure good returns would be to design the educational system to be as similar as possible to a full fee-paying private educational system.

When private savings are invested, the incentive to ensure good returns is very strong. The same incentive does not operate nearly as well when government is doing the investment spending and raising taxes or borrowing to finance that spending. Government officials are simply spending other people's money, from which they, the officials, benefit.

The solution is for government to subsidise parents rather than schools. Independent schools and universities would then compete for income-generating pupils and students. Moreover, government subsidies should be directed mainly at primary school pupils so that talent can be identified.

Those identified as having the ability to benefit from higher education have no claim to subsidies. The talented and, therefore, the most fortunate members of society should surely be expected to pay for their own education.

Government should help by acting as surety for the loans they would take out to cover fees and living expenses. It would help further by creating investment in education as it does all other investments and so allow financing charges to be deducted from taxable income. Depreciation allowances will not be required as the education will be of such quality as to maintain its value over time.

The way to avoid waste in education is to charge properly for it and minimise the role of government as a producer of educational services. A well-managed economy that, by definition, sustains incentives to save and invest in the physical stock of capital will be an economy in which talented people will enjoy appropriate rewards for the investment they and taxpayers make in their education.

Clearly, the savings picture and the sense of government spending would be different if education spending were regarded as investment rather than consumption spending. If such adjustments are made, given government spending on education in the 1992 financial year of more than R19bn, current government dissaving of R9bn becomes savings. The equivalent education percentage rises to a respectable 24%-25% of GDP.
Companies urged to help workers

Private companies and the government were this week urged to intensify their efforts to educate adults if they were committed to lifting the country out of the economic recession.

Of the 15 million strong workforce, about nine million are illiterate. One out of every three women was also illiterate, according to Paulette Bethlehem of the Continuing Education Project (CEP).

CEP is presently helping companies to set up education programmes for their workers at all levels up to matric.

Bethlehem warned prospective candidates that there were many schemes on the market which promised good results but were inadequate. "We are very concerned about this since adult learners were subjected to courses which were not educationally sound," Bethlehem said.

She said: "When adults are taught, they need courses which are adult orientated because they are experienced and responsible people. Now is the time to be involved in education because we have a downturn in the economy. This is our opportunity to improve the education level so that when we have an economic upswing, we would be ready to meet the challenges."

Bethlehem also advised companies not to make use of the "carwash" theory of literacy. According to this theory, companies take a batch of illiterates, "put them through" a programme and they come out at the other end with their ignorance washed away."
The ANC has committed itself to providing between eight and 10 years of free and compulsory education for school-going children.

ANC education desk deputy head, Lindiwe Mabandla, said his organisation would also fund street colleges and other private schools.

"We cannot ignore the role that such schools can play in the process. At the moment, we are aware that many of them are mismanaged," said Mabandla.

**Objection**

He also assured the Christian Education South Africa (Cesa) organisation, which has 72 Christian schools throughout the country, that the ANC had no objection to private Christian or religious schools in the future South Africa.

Despite the present economic constraints, Mabandla does not foresee any immediate cuts in subsidies for private schools.

"Whether there should be cuts in subsidies or not, is something that will be determined by the appropriate structures of a new democratic government," he said.

**Clarify**

Cesa president, Pastor Ray McCauley, said his meeting with the ANC had been necessary to clarify certain principles that Cesa wished to maintain under any future government.

"In the past, our schools came under attack from the government and from some local authorities on two issues: a possible decline in education standards and also Cesa's integration of black and white pupils in towns where councils attempted to enforce apartheid.

"We believe that any future government, be it ANC or whoever, will recognise the value of private Christian schools in supplementing the state school system," he said.
Ballot, political tolerance in focus

The Matla Trust – an educational and charitable body – has launched an initiative to promote the development of a democratic society through educational programmes.

The organisation was founded in April last year to uplift disadvantaged people through informative programmes based on the needs of current socio-political realities.

Guests witnessed what happens during elections when the trust launched its play Moments which centres on the importance of political tolerance, peace pre-conditions to free and fair elections and the mechanics of voting.

It is written and directed by Doreen Mazibuko who portrays the significance of the vote.

Moments has been designed for performance at community venues to equip the public with knowledge of the basic principles and practices of a democratic society.

The play will be taken to rural areas which have no access to print or electronic media or the basic infrastructure of essential information.

Mazibuko said it was very important for people to be informed about elections, especially in this transitional period.

"We feel it is imperative for us to educate our people as it is very important for them to know what happens during elections to avoid tragedies that have befallen Africa.

"The thrust of the play is not to tell people who to vote for, but to enlighten them on what happens during the process so that they can ready themselves for taking control of their future," she said.

Mazibuko serves on the steering committee of Ukukhanya Theatre Project which is behind the play.

"It is only when people are equipped with knowledge that they can seize the opportunities before them and we are here to serve the people and bring about enlightenment," she said.

Contact Mazibuko at (011) 834-5304/5.
School boards to be made redundant

JOHN VILJOEN
Education Reporter

SCHOOL boards — in existence since 1905 — are to be scrapped.

The declaration of most Cape Education Department (CED) schools as Model C schools has resulted in a drastic decline in the duties of school boards and school board offices.

Their dissolution was "quite tragic", Parow School Board chairman Mr Steve Hayward said.

Even though the move to Model C was progressive, it was sad when a form of parent representation had to disappear, Mr Hayward said.

He urged parents to become more involved in parent associations as these would now have to act as their mouthpiece.

CED spokesman Dr Orland Firman said white Education Minister Mr Piet Marais had approved the dissolution of school boards and the abolition of school board districts.

This would result in the closure of all school board offices by the end of this month.

To allow certain administrative tasks to continue on a decentralised basis the school board offices in Cape Town, Port Elizabeth and Kimberley had been converted into regional offices.

They will be known as the Western Cape, Eastern Cape and Northern Cape Offices.
THE future of religious education was the subject of debate at the Cecil Road Primary School in Suid River at a meeting this year of about 150 parents, teachers and administrators.

Most members of the school community are Muslim and as such had been marginalized from educational decision-making.

They could have used that April meeting to defend or promote their religion and set a Muslim policy for religious education at the school.

Instead, the meeting showed an overriding concern for the goals of public education for a new, unified and democratic South Africa.

Three options were argued:

- That religious education be eliminated from the school curriculum.
- A "parallel approach" creating separate education programmes for Muslims and Christians.
- A "multi-tradition" approach with a unified curriculum for the study of religion.

At the end of the debate, the matter was put to the vote. The school community voted overwhelmingly in support of the third option that religious education promote understanding of religious diversity in South Africa and the world.

The debate at Cecil Road Primary reflects a wider, national debate.

In July last year, the Institute for Comparative Religion in Southern Africa was launched. It is committed to ongoing research on religion education.

At a workshop at the weekend, debates a 130-page document produced by the institute and titled "Religion in Public Education — Policy Options for a New South Africa".

ANC constitutional committee member Professor Albie Sachs welcomed the production of the document, saying it was a reversal of past practices in which policy was drafted in secret committees.

He urged policy-makers to adopt a participatory, democratic approach to forging new religious education policy. The views of the community should be respected, even if these differed from those of the experts.

"Religious intolerance here is largely due to the way in which religion was associated with conquest and oppression," Sachs said.

"Christianity was proclaimed the only official religion. When the Dutch colonists conquered Malaysia and brought their political prisoners to the Cape, Muslim husbands became lovers and their children were illegitimate.

"This is why the ANC feels strongly that there be equal respect for all religions and that the right to religious freedom has to be a central theme in a new constitution."

Sachs said the country would need a constitutional court to deal with issues which affected people's right not to be offended and their right to access of information.

The courts could deal with issues like the banning of the "Satanic Verses" and the "Last Temptation of Christ".

"There are no clear answers to a lot of the issues of principle in the religious field. But as long as there are mechanisms, we can solve problems of principle in a pragmatic way," Sachs said.

"Christian national education has been the norm at state schools since the days of British colonialism. But it may be on the way out in the new South Africa. REHANA ROSSOUW looks at alternatives:

Christian national education inevitably brings religious coercion and discrimination into a public institution."

The first policy option eliminating religion as a subject from the school curriculum stems from the argument that religious aims are already being served by religious institutions.

"Educational aims, such as learning about religious diversity in South Africa and the world, could be served by other school subjects.

Another option could be the development of parallel programmes designed to serve the religious concerns of different faiths. But this would multiply the problems of coercion and discrimination.

A preferred option appears to be multi-faith, multi-tradition religion education. This teaches pupils about religion, rather than serving religious interests."

"The institute's document says that: "Although the 1993 constitution declared South Africa a Christian country, and although about 77 percent of the population claimed allegiance to some variety of Christianity in the eighties, South Africa is not a Christian country."

"It says South Africa is home to a variety of religious traditions — African traditional, Muslim, Jewish, Hindu, Buddhist and others. In many cases these have established strong, vital constituencies."

"Also, South Africa cannot be declared a Christian country without violating the principle of freedom of religion that must surely be enshrined in any Bill of Rights within a new constitution."

"In South Africa today, most departments of education retain "Bible Education" on their syllabi, although some have introduced Religious Education as a subject."

The House of Representatives included Islamic Studies as a local option for their schools after a long struggle waged by representatives of South Africa's half-million Muslims.

Most schools have kept their single-tradition, Christian and biblical framework for religious instruction.

"Change is in the air, but there is also considerable uncertainty about the alternatives," said the report.

"We offer this outline of policy options for the role of religion in public education in the hope that it will be useful in thinking about the possibility of a new direction in the study of religion in public schools."
R40m state aid to Model C schools

Political Staff

DURBAN. — The State has paid out some R40 million to parents unable to pay fees under the Model C school system, Democratic Party Education spokesman Roger Burrows estimated yesterday.

Mr Burrows, the MP for Pinetown, was hitting out at claims by National Education Minister Piet Marais that the Model C system was on the verge of collapse.

"If this is so, how does the Minister account for the growing number of parents who are unable to pay fees?" asked Mr Burrows.

"In the period up to October 28 this year, there have been 49 000 cases of parents given support by the State, amounting to approximately R40m," he added.

"It is high time the Minister and the parent bodies met to reassess where Model C is now and to plan a new strategy for 1993."
Improved access to funding boosts Urban Foundation

IMPROVED access to development funding boosted the Urban Foundation's operating revenue in the past year by more than 500%, enabling it to significantly expand its activities, particularly in housing and education.

The foundation's 1992 annual review, released today, shows operating revenue rose from R3.1m to R20.3m, with total income up 29% to R50.8m.

However, contributions — mostly from corporate donors — declined from R32m to R29m. Expenditure on education (up 66% to R16.3m) and housing (up 256% to R15.8m) showed big increases.

Highlights of the year included mobilising R400m of development funding for housing by the foundation and its associated companies.

The foundation was also involved in building classrooms for 43,000 pupils and placing 4,400 teachers in development programmes.

Chairman Mike Ros Holt described the year as "a particularly successful one with significant achievements, demonstrating that positive solutions to difficult socio-economic problems can be found".

Acknowledging that SA was facing a severe development crisis, Ros Holt said government had the primary responsibility for creating a policy framework within which solutions could be found.

It was clear, however, that in the present political circumstances, "it was in no position to formulate and implement a dynamic development strategy which would bring a sense of hope and optimism to those who have been marginalised through past policies".

"This places a particular onus on non-governmental organisations as vehicles through which society can play its part in tackling the development challenge."

Ros Holt said the foundation was shifting from managing development to promoting it by creating separate institutions capable of attracting adequate funding.

To achieve this, it was committed to promoting partnerships between business and communities. "The positive consequences of bringing these two parties to work together as equal partners in development has been amply demonstrated in many ways over the past year," he said.

"See Page 8"
Record of Xhosa works

Own Correspondent

CAPE TOWN — The bibliography of the Xhosa language, which took 11 years of research, was launched yesterday by the State Library in Pretoria. (SO)

The bibliography combined in one work all publications and important manuscripts in the Xhosa language which had been listed in various bibliographical sources, the library said. (DP)

"It traces the development of the written Xhosa language during the 19th and 20th centuries. (SPL)

"It took 11 years of patient searching and checking by a team of librarians to track down the publications listed in the bibliography. The librarian who began the task in 1981, the late Margaret (Fegg) Peters, travelled extensively in the Hogshack area of the eastern Cape, where many missionaries began their work among the Xhosa people in the 19th century."
THE Democratic Party has reacted with outrage to disclosures that the retrenchment of 5 000 teachers at white schools will cost the taxpayer a total of R746 million.

The Department of Education and Culture in the House of Assembly has admitted that it will have to pay out R149 million in gratuity and pension payments for every 1,000 teachers retrenched in the rationalisation programme, part of which was the introduction of Model C schools.

DP education spokesman and MP for Pinetown Mr Roger Burrows said the party was “horrified at the enormous cost of retrenching teachers in white schools”.

“Some of these teachers have been re-employed by the same department, thus getting the retirement benefits together with the salary of a teacher,” he added.

He slammed the government for entering into “this type of agreement without accurately forecasting the staggering cost to the taxpayer of retrenching teachers who are needed in the South African education system”.

If it had applied “a little more brains and a lot more flexibility”, it could have retained the teachers and used them to teach “pupils of whatever colour”.

The 5 000 teachers were retrenched from January 1 to November 30.

Education and Culture Minister Mr Piet Marais yesterday denied suggestions that the Model C school system was about to disintegrate, saying R70m had been set aside to subsidise parents unable to pay school fees. — Political Staff, Sapa
South Africa is in need of national education accord

By FRANKLIN SONN

The vestiges of apartheid are collapsing in ruins around us. As we stand amidst the dust and destruction, the carapace, confusion and chaos, those of us who have campaigned, strategised and struggled for social change must remind ourselves that we knew from the beginning that bringing an end to one of history’s most ambitious experiments in social engineering would not be without suffering and pain.

Rather than dwelling on the difficulties associated with social change, the demise of the old apartheid order is now experiencing a signal not only of the death of the old order but the birth of a new society.

Clear vision

There is nothing automatic about social change. While the demise of the old apartheid order is now almost a certainty, we have no guarantee that a new society will miraculously build itself among the ruins.

While the present state is committed to dismantling those elements of apartheid which have collapsed under their own weight, we cannot rely on it, or any state, to build the new. A new and democratic order can only be built by the people working through the organs of civil society. The role of the state is to create the enabling framework for transition and change.

As an agent of social change, the Urban Foundation has learned over the past 15 years that campaigns for social change must be built on clear understanding of the structure and workings of the old order, on clear vision of a possible future and a coherent theory of social change.

Landless

What is becoming increasingly clear is that the current violence, an endemic feature of our society, has many immediate causes but at the root of them all is the social, economic and psychological degradation wrought by apartheid. Violence is not merely a symptom of underlying apartheid but the basic strategy of the struggle was uniting them.

Partnership

The Urban Foundation saw its role in this as building a genuine partnership of South Africans. It is a partnership which brings together the best that business has to offer, and the best of our communities have to give.

For this relationship to be sincere and productive we must know that business has to offer, and the best of our communities have to give.

For this relationship to be sincere and productive we must know that business has to offer, and the best of our communities have to give.

But we must be sure that this does not simply mean that the suffering millions must do the forgiving, while the privileged few do the forgetting.

Forgotten that apartheid is responsible for the current crisis of violence and degradation is tantamount to repressing the knowledge necessary for restructuring the self-confidence of blacks.

Forgotten our history creates the horrific possibility that apartheid could recreate itself from the ruins of the past.

The key strategy underpinning apartheid was dividing the people. The basic strategy of the struggle was uniting them.

Partnering with the Urban Foundation must be a commitment to human development through a good education. It must do more. It must provide the skills which our people need to survive in these troubled times and it must provide the skills which our society needs for development and growth.

We start from a weak base.

In Australia, a country with a smaller population than ours, there are more than 800,000 students involved in career and skill-based education; in South Africa that figure is a mere 60,000.

Without a massive reorientation our education system will no longer be able to produce the cycle of unemployment and frustration which have played with the hopes and prospects of our youth. When we frustrate the youth, we threaten our own future.

The other main issue is the tension between access and quality. The need for new infrastructure is replete with examples of massive expansion of access but almost always with a decline in quality.

The challenge for South Africa will be to ensure that the expansion of access is not achieved at the expense of quality.

LETTERS

Box 11 CAPE TOWN 8000

From CAROL HARDIE and SUE MOORE
(Cape Town):

Mall traders will
Rebuilding SA 'is a burden that must be shared'

KATHRYN STRACHAN

IT WAS unreasonable to expect political leaders to shoulder the total load of placing SA on a successful course of reconstruction, Urban Foundation CE Sam van Coller said last night.

In his address to the Urban Foundation's AGM Van Coller said individuals and organisations outside the political arena had to share the responsibility for moving SA forward. There were many avenues through which organisations could complement the work of politicians and help create a society that was "shaking off its past".

"There is at present a very disturbing trend in SA — it is a belief that the future of our country lies almost totally in the hands of the political leaders. Our history has also generated high levels of dependency, a fact epitomised in the statement: 'Once there is a new government, I am going to get a house',' he said.

He said that if development continued to be seen as primarily that of physical provision by government, SA would fail.

Many organisations were involved already in development programmes, although the extent to which these were both strategic and effective in terms of the country's needs was difficult to assess, he said.

If there was to be a return to stability, Van Coller said, SA had to meet three challenges concurrently — that of becoming a democracy, of returning to economic growth and of achieving rapid socio-economic development.

"Yet there is a natural tendency for many leaders to see these challenges in sequence — to say that we need a political settlement to stop the violence, that this will generate business confidence and economic growth, and that these factors in turn will generate funding for socio-economic development," he said.

But to achieve stability, these fac-
DEPARTMENT OF NATIONAL EDUCATION

No. 3164  20 November 1992

NATIONAL POLICY FOR GENERAL EDUCATION AFFAIRS ACT, 1984

NOTICE OF DETERMINATION OF POLICY

1. Pieter Gabriel Marais, Minister of National Education, hereby give notice in terms of section 2 (2A) of the National Policy for General Education Affairs Act, 1984 (No. 76 of 1984), that I have determined general policy in terms of section 2 (1) (d) of the said Act to be applied in respect of norms and standards for syllabuses and examination, and for the certification of qualifications as far as this relates to the matters referred to in the Schedule hereto.

The documents setting out such policy are obtainable upon written request from the Director-General, Department of National Education, Private Bag X122, Pretoria, 0001.

P. G. MARAIS,
Minister of National Education.

SCHEDULE

1. National policy for general education affairs, NATED 02-100. Stipulation to provide for research is attached as an addendum to the report.

2. Norms and standards for instructional programmes and the examination and certification thereof in technical college education, NATED 02-190 (92/04). (The whole report has been revised.)


4. A résumé of instructional programmes in public ordinary schools, NATED 02-550 (89/03). Amended pages (pp54–57) are attached as an addendum to this report.

5. A résumé of instructional programmes in public ordinary schools, NATED 02-550 (89/03). The addition of Spanish Higher Grade to general policy is attached as an addendum to this report.

6. A résumé of instructional programmes in public ordinary schools, NATED 02-550 (89/03). Amendments to the designation of instructional offerings are attached as an addendum to this report.

7. A résumé of instructional programmes in public ordinary schools, NATED 02-550 (89/03). Existing syllabuses in the report are supplemented with revised syllabuses of certain subjects.

8. A résumé of instructional programmes in public ordinary schools, NATED 02-550 (89/03). An explanation of the designation of languages is attached as an addendum to this report.

DEPARTEMENT VAN NASIONALE OPVOEDING

No. 3164  20 November 1992

WET OP DIE NASIONALE BELEID VIR ALGEMENE ONDERWYSSAKE, 1984

KENNISGEWING VAN BELEIDSBEPALING

Ek, Pieter Gabriel Marais, Minister van Nasionale Opvoeding, gee hierby ingevoeg artikel 2 (2A) van die Wet op die Nasionale Beleid vir Algemene Onderwys sake, 1984 (No. 76 van 1984), kennis dat ek kragtens artikel 2 (1) (d) van genoemde Wet die algemene beleid bepaal het wat gevolg moet word ten opsigte van norme en standaarde vir leerplanne en eksaminering, en vir die sertifisering van kwalifikasies vir soeverd dit betrekking het op die aangeleenthede in die Bylai hiervan vermeld.

Die stukke waarin sodanige beleid uiteengesit word, is op skriftelike aanvraag verkrygbaar van die Direkteur-generaal, Departement van Nasionale Opvoeding, Privaatsak X122, Pretoria, 0001.

P. G. MARAIS,
Minister van Nasionale Opvoeding.

BYLAE

1. Nasionale beleid vir algemene onderwys sake, NASOP 02-100. Bepaling om vir navorsing voor- ziening te maak, word as addendum tot die verslag bygevoeg.

2. Norme en standaarde rakende onderrigpro- gramme en die eksaminering en sertifisering daarvan in tegniesekollegedonderwys, NASOP 02-190 (92/04). (Hierdie verslag is in sy gehele hersien.)

3. Formele tegniesekollegedondergrigsprogramme in die RSA, NASOP 02-191 (81/01). Gewysigde N5-onderrigprogramme.

4. 'n Samevatting van onderrigprogramme in openbare gewone skole, NASOP 02-550 (89/03). Gewysigde bladlys (pp54–57) word as addendum tot hierdie verslag bygevoeg.

5. 'n Samevatting van onderrigprogramme in openbare gewone skole, NASOP 02-550 (89/03). Byvoeging van Spaans Hoër Graad tot algemene beleid word as addendum tot hierdie verslag bygevoeg.

6. 'n Samevatting van onderrigprogramme in openbare gewone skole, NASOP 02-550 (89/03). 'n Veranderings in die benaming van onderrigaanbiedinge word as addendum tot hierdie verslag bygevoeg.

7. 'n Samevatting van onderrigprogramme in openbare gewone skole, NASOP 02-550 (89/03). Bestaande sylabusse in die verslag word aange- vul met hersiene sylabusse van sekere vakke.

8. 'n Samevatting van onderrigprogramme in openbare gewone skole, NASOP 02-550 (89/03). 'n Verdouwliking oor die benaming van tale word as addendum tot hierdie verslag bygevoeg.
Getting in early

Pre-school education for South Africa's black children is in crisis — but a Cape Town organisation believes it is making inroads and that it will finally turn the situation around, writes Weekend Argus Reporter DI CAELERS.

Changing the face of pre-school education in South Africa, a shocking scenario in which less than 10 percent of black children are touched by any kind of educare services, is a formidable and daunting task.

But Cape Town's Early Learning Resource Unit (ELRU) isn't letting that get it down.

Without fanfare, this nonracial independent organisation is making enormous strides in its mission to assist communities to improve the quality of early childhood care and education in the face of minimal input from the government.

Between July 1991 and June this year ELRU trained 89 new "trainers" and 667 teachers and childminders. A further 4,900 parents, teachers and community members attended workshops and short courses.

But still the reality remains that South Africa has 6.3 million black pre-school children. Only 500,000 of these are exposed to any kind of relevant services. The upshot is that few children have the basic adequate nutrition, health care, shelter and learning environments that ensure a good start in life.

The frightening result is that 30 percent fall their first year at school and that more than 25 percent are illiterate when they leave school.

Headstart for tots

"Systems for support around children are incredibly neglected because historically the field is very under-resourced. Child-care is given no credence because it's seen as women's work," Mary Newman, ELRU's educational associate, told Weekend Argus.

ELRU's aim was to constantly upgrade "at every level" in the sectors of non-formal adult education and in-service training.

A visit to Tembani Village Ecdocare, a Khayelitsha preschool run according to ELRU principles, immediately demonstrates the success of the organisation's principle that you don't need a lot of money to create a suitable learning environment.

This school is kitted out with a make-believe clinic (complete with tiny nurse, doctor and patient) as well as a home situation with bedroom, kitchen lounge and the associated fittings. Chairs, tables, cups, saucers, fruit and even a fried egg were all created from paper-mâché and made by the teachers who had attended ELRU courses.

Trainer Mimi Bethela said there was no excuse for sitting back waiting for donations and excusing the lack of facilities in the meantime. ELRU students were all taught to be creative on a shoestring budget.

ELRU's trainers start with the very basics and their Level One programme is aimed at untrained people working in preschools, at those working in home-based care as well as those caring for babies.

Level Two is their preschool training programme for people working with two-to-six-year-olds both in preschools and in home-based centres.

The advanced pre-school training programme, Level Three, is aimed at principals operating in Cape Town and surrounding areas, and trainer Joe Horwitz explained that it was at this stage that students were taught to assess children with learning difficulties.

The courses last either six or 12 months. Students attend lectures part-time.
Warning over Soweto’s cost to Jo’burg

The simple amalgamation of Johannesburg and Soweto would threaten Johannesburg’s economic viability, management committee chairman, Ian Davidson said at the weekend. A “quick-fix approach” to amalgamation would lead to punitive rates and tariffs increases, forcing commerce and industry to relocate, he said.

“It is imperative that the Witwatersrand region continues to be financially viable if SA is to attain its economic and social goals in an era of reconstruction and nation-building,” Davidson said.

Johannesburg’s audit report for 1991/92, Davidson said, called for a “fair and realistic” tax base for the Rand, which would be shared with financial aid from government.

City treasurer Willie Siebert said the council was “hard pressed to balance the budget without passing on untenable rates and tariff increases to our residents. It is therefore unthinkable that we should have to shoulder the burden of additional expenditure in neighbouring authorities without some financial commitment from provincial or central government.”

Steven Zwane reports that a dispute between the Soweto City Council and its employees was resolved on Friday when the council agreed to pay the workers their 13th cheque next month.

The dispute arose on November 2 when the council informed the workers that they would not be able to pay bonuses this year. According to sources, the council had told its employees that they would get their bonuses in March next year.

On Friday the council informed the workers that it had managed to raise funds from sources such as Eskom and the TPA and would pay the bonuses on December 7.

More police for trains

More than 500 additional policemen were deployed on trains on the Reef from Friday as part of a strategy to protect commuters.

Since 1990, more than 300 people have been killed in train violence and several hundred more injured. Soweto police liaison officer Col Tienie Halgryn said on Friday the SAP, the SADF, the SA Rail Corporation and Spoornet would participate in an effort to curb violence on trains.

Main points of the strategy were the redeployment of police, increased police visibility on trains and platforms, the searching of commuters entering and leaving stations and trains and the stopping and searching of trains at random.

Video cameras would also be installed at stations to monitor troublemakers, Halgryn said.

The strategy, which will continue after the festive season, was met with cautious approval by the ANC.

“The ANC PWV Region and its allies are in a process of studying the proposals in preparation for a November 27 meeting with the corporation and police,” the ANC said in a statement.

In an internal investigation into the council’s organisation, the David Webster inquest was told on Friday.

Testifying behind closed doors at the Rand Supreme Court, Verster said that retired military intelligence chief Badenhorst hit him after he (Verster) refused to leave his own office at the CCB’s secret headquarters in early 1990.

Sunday newspapers reported that Verster said shortly after Badenhorst had been appointed to lead an internal investigation into the CCB, he told him: “General, I don’t think you should have done that.”

The hearing on Friday was held in camera and journalists were not allowed in.

“Because I did not want to play along, Badenhorst tried to chase me out of my own office. I said that it was my office and I stayed seated.”

He then got up and, in front of (SAP Brigadier) Krappies Engelbrecht and (CCB administration officer) Christo Brits, assaulted me,” Verster said.

He further told Judge Michael Stegmann that the then SADF chief Gen Jannie Geldenhuys had told him in January 1990 that President F W de Klerk had given him an assurance that there would be no “witch-hunt” over the operations of the CCB.

The then Defence Minister Magnus Malan had been told that the CCB had information about the gunning-down of Wilsom Zwane.

Call to act now on education

THE Institute of Personnel Management says a national education forum should be established as soon as possible.

In its report, A National Human Resources Strategy, the institute says the SA should wait for a new political dispensation before it reforms its education system. To get reform going, a national education forum including representatives of business, education, labour, employers, professional and civic associations — should be formed.

Such a forum would give birth to a multiparty national education and development council, which would pinpoint skills required for future economic growth.

The institute proposes that subsidization of educational institutions be replaced by a national loan scheme which would encourage students to follow technical and scientific routes rather than pursue academic.

The institute also advocates greater interaction between universities, technikons, technical colleges and correspondence colleges. “A single-stream system should be introduced to allow students to move horizontally... this will enable a technical college student to further his education at technikon or university level without being penalised for the years already spent in another educational institution.”

A national accreditation board would have to be established to set minimum standards and monitor implementation of the single-stream system.
BOOK-USER FEES
A STEP CLOSER

Municipal Reporter

The imposition of fees for borrowing books from public libraries came a step closer yesterday at a quarterly meeting between the Administrator of the Cape and the Cape Town City Council.

Executive committee chairman Mr. Louis Kreiner said the Administrator had indicated that he wanted to delegate the power to impose user-charges such as this one to local councils — and the council delegation favoured user-charges in principle.

"But it must be done in an acceptable way," Mr. Kreiner said. "Would the first book be charged for, or only the second? Are there areas where people can't afford it? All these things must be taken into account."

The council's discussions continue.
Spoornet workers begin training in basic skills

Spoornet has embarked on a multimillion-rand literacy and numeracy programme for about 30,000 of its employees.

And advanced courses on economic principles, business philosophy and supervisory training were being attended by 64,000 employees, Spoornet senior human resources manager Andries Verwey said this week.

Basic literacy training in the mother tongue of workers and in Afrikaans or English began last year, while a numeracy training system was underway in the Western Cape.

Aimed at the self-advancement of employees, the programmes had been chosen in co-operation with the 13 trade unions represented in Spoornet.

The programmes would cost about R5m a year.

"We want to get people in a position to be literate and so enable them to attend normal training courses to work themselves up in the organisation," Verwey said.

Spoornet did not envisage a growth in staff for the near future and was looking at promoting from within.

Because of the nature and structure of the former state-run SA Railways, thousands of workers were employed for "muscle rather than brains," resulting in Spoornet having a large percentage of illiterate and semi-literate people.

Although social responsibility contributed to the decision to train employees, it was not fundamental. As a result of privatisation clients viewed Spoornet with different expectations, Verwey said.

"We realised there was a more effective and efficient way to conduct our business, that of having literate and trained workers even on the lowest level of employment," he said.

Commercial crime rate soars

SAP commercial crime units around the country arrested 349 people on counts involving more than R36m during the past month.

More than 350 white collar crime cases were finalised during October and early November, SAP public relations in Pretoria said yesterday.

"The extent of commercial crime goes largely unnoticed by the media and the public. It seems that the economic climate, erosion of ethical standards, greed and credulity are major factors attributing towards the large number of people arrested for commercial crimes," SAP national commercial crime unit co-ordinator Brig Manie Schoeman said yesterday.

A solution to the problem was urgently needed, especially in view of millions of rands changing hands over the festive season, he said.

Preventative measures included insistence on proof of identity when credit cards or cheques were presented, refusal to accept post-dated cheques and immediate reporting of cheque frauds to the police, Schoeman said.

"Particular attention should be paid to people who cash cheques for large amounts, want to cash a large number of travellers' cheques, profess to be old customers, want to cash cheques made out with a felt-tip pen or want to cash a cheque while under the influence of alcohol," he warned.

Police arrested 63306 people for serious offences in October, 23497 of whom had previous convictions.

Diamonds, gold and other precious metals worth almost R1m were confiscated by Diamond and Gold Units who made 248 arrests.

A total of 1567 offences against children were reported country-wide, leading to the arrest of 452 people — 189 for rape, 94 for indecent assault and 71 for assault, police said.

The Truck Theft Unit recovered property to the value of R153 561, while 104 people were arrested for thefts of copper, aluminium and other cargo transported by Spoornet.

The Narcotic Bureau arrested 1790 people and confiscated 110785 Mandrax tablets, 20791 kg dagga, 547 gram cocaine and three gram LSD, police said.
Afrikaans will lose its status

Prominent educationist explores language policy in the new SA:

By Mzimasi Ngudle

AFRIKAANS will rapidly lose its most favoured status while English, as the lingua franca, will become the most rational policy option.

Prominent educationist Mr Neville Alexander explores national language policy and the status of all languages in one of his essays on the language question.

The following is an abridged version of his digression on language policy extracted from the book Critical Choices For South Africa by R. Schrerr. Alexander says that there is a general agreement that English should and will remain an official language in a post-apartheid South Africa-Azania.

"In South African society as constituted at present, racial, class and gender aspects of language policy sustain and reinforce inherited social inequalities and national divisions.

"In order, for instance, to acquire well-renumerated employment in any sphere it is essential that the prospective employee should be fluent in English and/or Afrikaans.

"This means that for the vast majority of people officially classified as black, such employment is simply unattainable."

"Their home language is neither English nor Afrikaans and in most cases their schooling does not help them acquire the necessary proficiency in either or both of these languages," he says.

"There is no doubt that English will increasingly play a pivotal role in a South Africa released from the mortgage of apartheid language policy. "Little opposition will be forthcoming from this component, except from the inevitable band of irredentist Afrikaner bitterlueders," he says. Alexander concludes that the first component of the national language policy should be the promotion of English as a lingua franca.

The second component, he says, is to encourage the growth of all the languages spoken. Here cultural-political, rather than economic dimensions of language policy, are paramount.
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"There is no doubt that
Liz teaches others to TALK by example

An English teacher who teaches people to write has added another string to her bow by teaching herself to talk two black languages – Zulu with particular fluency – and is using the system to teach others.

Liz Johanson, of Swedish missionary stock, is involved in two teaching projects, one of which is Think Write. The project is of great benefit not only to the disadvantaged but also to the average adult who might be inclined to try a course at Wits University's Centre for Continuing Education.

The other is TALK (Transfer of African Language Knowledge), and courses on both projects have been held at Wits this year.

TALK is Liz's special "baby" and is derived from a system for teaching US missionaries to speak indigenous languages. The Expo-born teacher says she is very much the junior partner to Vic and Wendy Rodseth in Think Write.

"The course – usually spanning three days of intensive learning -- teaches the kind of writing skills needed by students, teachers and business people," said Johanson, who is the co-author of five academic books on reading and writing English, including "Think Write" with the Rodseths, which will be published soon by Hodder & Soughton.

Johanson holds an MA with honours in English among a string of degrees, and the Rodseths are both former teachers. Vic Rodseth – a teacher in black and white schools, and a leader in the Molteno project which is aimed at improving English in black schools – was inspired to start Think Write by an American educationist.

The Molteno project is run by the Institute for the Study of English in Africa, based at Rhodes University.

William J Kerrigan's "Writing to the Point" set Rodseth thinking along the lines of a similar project for South Africa.

"In effect, it's a method of presenting an argument and learning to organise your ideas," says Liz.

"It's a lost art in many ways, this kind of writing. It teaches people the value of coherence and cohesion within the paragraph, as a basis for developing larger pieces of work. By learning this skill people also learn to think with more precision."

Strangely, Liz did not learn her Zulu while growing up in Natal. Using the method she developed for TALK, she polished her knowledge of the language with a domestic at her Bellevue East, Johannesburg, home. She is doing the same with a second domestic, a Sotho-speaker.

TALK is based on the simplest of procedures. Its formula for success is that it aims to teach people the use of a black language without studying it formally.

"You learn by communicating with speakers of the particular language," she said. "Each learner has a mother-tongue speaker as a language-helper during the course. One of the big advantages of the method, I think, is that it allows you to focus on your own needs and learn at your own pace."

Liz is presently helped by two facilitators, Jabulani Maqubela and Judy Connors. "What we believe is that language learning is a social, not an academic activity. The course not only promote language learning but also build bridges of communication and understanding between people of different language groups."

Want to speak a black language? Give Liz a ring (011) 607-7300.

MICHAEL SHAFTO
Parents warned on Model C contracts

OWN CORRESPONDENT

JOHANNESBURG. — Parents asked to enter into Model C contracts should read the small print first and refuse to sign one-sided agreements, Consumer Council executive director Mr Jan Cronje said yesterday.

"Often these contracts concentrate on the obligations of parents, with little or no emphasis on the commitments of the school and its employees. Clauses excluding the school from reasonable accountability should also be avoided," he warned.

Council education spokesmen Mr Christo Lombard said parents' complaints had focused on clauses relieving the school of certain responsibilities.

Although by law, schools had always been exonerated in the case of accidents and injuries to pupils, Mr Lombard said this was the first time parents had been asked to sign a contract agreeing to this.

He said parents had to commit themselves to paying fees and to allowing the governing body to modify these as it wished.

A chairman of a school governing body said the contract was intended specifically as an acknowledgement of debt on the part of the parent.

He said the contract also exonerated the school in the case of accidents, unless the parent could prove negligence on the part of a school employee.
Teachers' union, ANC to join forces

THE SA Democratic Teachers' Union (Sadtu) and the ANC will join forces to campaign against unilateral restructuring of the education system.

This was said by ANC regional assistant secretary, Mr Willie Hofmeyr, at a Sadtu/ANC press conference yesterday.

He said the crisis in schools had now reached such monumental proportions "that we fear yet another generation of children is to be sacrificed to the cynicism and muddle-headedness of a regime that has proved itself unfit to govern."

Ms Margie Keegan of the ANC Claremont branch's education forum called for a moratorium on the implementation of Model C "in so-called coloured and black schools", saying that if it led to hardship in wealthier schools, "it would have a greater effect on the less advantaged."
Project for education crisis

A project to deal with the crisis in education by raising funds to help address the vast imbalances in the system was launched yesterday.

Operation Education is a non-profit, non-political and non-discriminatory organisation, according to chairman Pierre Louw.

He said the imbalance in the education system, the harsh economic climate and plight of parents struggling to pay school fees was the motivation behind his project. "We hope this project through education will be a catalyst for peace and prosperity".
Project for education crisis

A project to deal with the crisis in education

Chairman, according to

He said the main aim of this project is to

Education is thrown behind by the political and economic situation, which makes it difficult for educational institutions to function effectively. The project aims to raise funds to help address these issues and ensure that education remains a priority.
Library fees a ‘lesser evil’

INTRODUCING fees for borrowing books is a lesser evil than closing down certain libraries, according to the City Council’s amenities and health committee.

Charging fees is not yet allowed under the provincial ordinance, but proposals have been made to change this.

A source within the Cape Provincial Administration said yesterday that the Administrator of the Cape, Mr Kobus Meiring, would reach a decision “within the next two weeks”.

Mr Louis Kreiner, chairman of the Cape Town City Council’s executive committee, said discussed the matter with Mr Meiring last week. Whose view seemed to be that each council should decide whether to charge library fees.

A report before the amenities and health committee yesterday disclosed that this committee had supported user charges for libraries because the alternative was closures.

The Regent Road (Sea Point), Janet Bouchill (a subsidiary library in Claremont), Observatory and Maitland libraries have been considered for closure.

Subsidies from the CPA are declining as a percentage of total costs, the report says.
Bursary scheme for the destitute

As Jomo Sono Foundation the brainchild of students at University of the North:

A bursary scheme to help needy and disadvantaged students was launched at Soccer City near Crown Mines on Monday.

The scheme, named the Jomo Sono Foundation after South African soccer legend Ephraim Matsilele Sono, is the brainchild of students at the University of the North. Among others the organisation aims to reduce the illiteracy rate among the underprivileged communities.

The foundation's co-ordinator, Lawrence Choeu, said this was the dawn of a new era for the disadvantaged students.

He appealed to the private sector and international donors for help.
GOVERNMENT NOTICES

ADMINISTRATION:
HOUSE OF ASSEMBLY

No. 3246 4 December 1992

SUID-AFRIKAANSE AKADEMIE VIR WETENSKAP EN KUNS ACT, 1959 (ACT No. 54 OF 1959), AS AMENDED

SUID-AFRIKAANSE AKADEMIE VIR WETENSKAP EN KUNS: RULES

"Die Suid-Afrikaanse Akademie vir Wetenskap en Kuns" has under the powers vested in it by section 4 of the "Wet op die Suid-Afrikaanse Akademie vir Wetenskap en Kuns, 1959 (Wet No. 54 van 1959)", as amended, and with the approval of the Minister of Education and Culture issued the following rules:

SUID-AFRIKAANSE AKADEMIE VIR WETENSKAP EN KUNS: RULES

Definitions

1. In these rules, an expression to which a meaning has been assigned in the Act, shall have that meaning and unless the context otherwise indicates—

"council" means the council of the "Academy" constituted as prescribed in paragraph 5;

"faculty" means a division of the Academy as described in paragraph 2;

"faculty council" means the council of a faculty referred to in paragraph 2;

"member" means a member of the Academy as referred to in paragraph 4;

"the Act" means the "Suid-Afrikaanse Akademie vir Wetenskap en Kuns Act, 1959 (Act No. 54 of 1959)", as amended.

14435—1
Faculties

2. (1) The Academy consists of two faculties, the faculty for art and human sciences and the faculty of science and technique respectively, which function in accordance with the regulations referred to in paragraph (2).

(2) The council may prescribe regulations regarding—

(a) the powers and functions of faculties and the admission of members thereto;

(b) the election, constitution and powers of the faculty councils and of sub-committees of such councils and the delegation of powers to them.

Number of members

3. The number of members of the Academy is unlimited.

Membership

4. (1) The requirements for new members are—

(a) endorsement of the objectives of the Academy as contained in the Act;

(b) South African citizenship: Provided that the council may, in an exceptional case, at its discretion elect a person who is not a South African citizen as a member;

(c) a major academic qualification or other achievement which, in the opinion of the council, is on a par with such a qualification; and

(d) work of a high standard as a result of own research, in written form or in the form of a practical achievement, or works of art or cultural or educational work of a high standard.

(2) (a) Nomination of new members shall be done on a form prescribed by the council, supported by three members of the faculty in respect of which the person is nominated.

(b) The nomination shall be well-motivated and the work or achievement of the person set out fully with an indication of the merit and the scope thereof.

(c) The council elects a nominee as member at its discretion.

(3) (a) Membership shall lapse when a member is more than two years in arrears with his annual membership fee, but such a member may apply for reinstatement of membership on payment of the outstanding annual membership fees and of all other monies he may owe the Academy.

(b) The council may at its discretion terminate the membership of a member if such a member has, in the opinion of the council, harmed the esteem of the Academy, provided that the member has had an opportunity to defend himself, for the purpose of which a written reply to the essence of the accusations lodged against him, will suffice.

(c) On the lapsing or termination of membership, the charter of membership of such person may be claimed by the council.

Fakulteite

2. (1) Die Akademie bestaan uit twee fakulteite, onderskeidelik die fakulteit vir kuns en geesteswetenskappe en die fakulteit vir natuurwetenskape en tegniek, wat fungeer volgens die in subparagraaf (2) bedoelde reglemente.

(2) Die raad kan reglemente voorskrif betrefende—

(a) die bevoegdheid en funksies van fakulteite en die toelating van lede daartoe;

(b) die verkiesing, samestelling en bevoegdheid van die fakulteitsradde en van onderradde van sodanige rade en die delegering van magte aan hulle.

Ledetal

3. Die ledental van die Akademie is onbeperk.

Lidmaatskap

4. (1) Die vereistes vir nuwe lede is—

(a) onderskrywing van die oogmerke van die Akademie soos in die Wet bepaal;

(b) Suid-Afrikaanse burgerskap: Met dien verstande dat die raad in 'n uitsonderlike geval na goedgunne iemand wat nie 'n Suid-Afrikaanse burger is nie, tot lid kan verkies;

(c) 'n hoë akademiese kwalifikasie of ander prestasie wat na die oordeel van die raad daarmee gelykgestel kan word; en

(d) werk van hoë gehalte as uitkoms van eie navorsing in skriflike vorm of in die vorm van praktiese prestasie of kunswerk of kulturele of opvoedkundige werk van hoë gehalte.

(2) (a) Voorstelling van nuwe lede geskied op 'n deur die raad voorgeskrywe vorm, gesteun deur drie lede van die fakulteit ten opsigte waarvan die persoon voorgestel word.

(b) Die voorstel word deeglik gemotiveer en die persoon se werk of prestasie volledig aangedui met 'n aanduiding van die gehalte en omvang daarvan.

(c) Die raad verkies 'n voorgestelde persoon na goedgunne tot lid.

(3) (a) Lidmaatskap verval wanneer 'n lid meer as twee jaar agterstallig is met sy jaarlikse leedegeld, maar hy kan aansoek doen om herstel van lidmaatskap by betaling van die agterstallige jaarlikse leedegeld en van alle ander derde wat hy aan die Akademie verskuldig mag wees.

(b) Die raad kan na goedgunne die lidmaatskap van 'n lid beëindig as hy na die oordeel van die raad die aansien van die Akademie geskaad het, mits hy eers 'n geleentheid gekry het om hom te verdedig, waarvoor 'n skriflike antwoord op die hooftrekke van die klages teen hom voldoende is.

(c) By verval of beëindiging van lidmaatskap kan so iemand se lidmaatskapsoorkonde deur die raad opgeëis word.
5. (1) The council shall consist of 10 members, designated as follows:

(a) The chairman and vice-chairman of each of the faculty councils: Provided that, should such a member cease to be chairman or vice-chairman of his faculty council, he may remain a member of the council, and in such a case the new chairman or vice-chairman of the faculty council shall not automatically become a member of the council;

(b) four members, two from each faculty, elected by the general meeting; and

(c) two members, one from each faculty, co-opted by the eight members mentioned above.

(2) (a) The council shall elect a chairman and a vice-chairman from its own ranks: Provided that the chairman and vice-chairman shall not be members of the same faculty and that at the expiry of the term of office of the council, the chairman and vice-chairman of the newly constituted council shall be members of a faculty other than that of which their respective immediate predecessors were members.

(b) In the event of a tie in the voting, nominations shall again be called for and in the event of another tie, the lot will decide.

(3) (a) The council shall elect an executive committee from its members, consisting of the chairman, the vice-chairman and two other members, one from each faculty, and a secundi for each of the members.

(b) The executive committee may finalise matters referred to it by the council, or matters which the chairman regards as of such an urgent nature that they cannot be postponed until the next council meeting.

(4) Ten secundi for the members of the council shall be designated by the council from the following groups:

(a) Four, two from each faculty council, elected by the faculty council concerned from its own ranks as secundi for the members referred to in paragraph 1 (a);

(b) four, two from each faculty, being the persons who, in the election at the general meeting, received the most votes after those from their own faculty who were elected as members of the council, as secundi for the members referred to in subparagraph (1) (b): Provided that, if there had been no or too few other candidates, the council will appoint the secundi needed; and

(c) two, one from each faculty, as secundi for the two co-opted members.

(5) If a member is unable to attend a meeting of the council, the chairman of the meeting may invite a secundi from the group and the faculty to which the member concerned belongs, and if nobody from such a group is available, he may invite another secundi at his discretion.

(6) An interim vacancy shall be filled by the faculty council concerned or by the council itself, as the case may be, taking into account the equal representation of the two faculties.

Die Raad

5. (1) Die raad bestaan uit 10 lede, in die volgende groep aangewys:

(a) Die voorvisser en ondervoorvisser van elke van die fakulteitsraad: Met dien verstande dat, indien so 'n lid ophou om voorvisser of ondervoorvisser van sy fakulteitsraad te wees, hy nie daarmee kan aanvaar as lid van die raad, en in so 'n geval word die nuwe voorvisser of ondervoorvisser van die fakulteitsraad nie autometies lid van die raad nie;

(b) vier lede, twee uit elke fakulteit, deur die algemene vergadering gekies; en

(c) twee lede, een uit elke fakulteit, deur die afgelope bedoelde lede gekoöpteer.

(2) (a) Die raad kies 'n voorvisser en 'n ondervoorvisser uit sy midde: Met dien verstande dat die voorvisser en ondervoorvisser nie tot dieselfde fakulteit behoort nie en dat by verstrekking van die amptsduur van die raad die voorvisser en ondervoorvisser van die nuut saamgestelde raad tot die ander fakulteit behoort as die waartoe hy onderskeie onmiddellijke voorgangers behoort.

(b) Die uitvoerende komitee kan sake afhandel wat deur die raad na hom verwys is of wat die voorvisser beskou as so dringend dat dit nie tot die eersvolgende raadsvergadering kan oorstaan nie.

(3) (a) Die raad kies 'n uitvoerende komitee uit sy midde bestaande uit die voorvisser, die ondervoorvisser en twee ander lede, een uit elke fakulteit, en 'n sekundi vir elke van die lede.

(b) Die uitvoerende komitee kan sake afhandel wat deur die raad na hom verwys is of wat die voorvisser beskou as so dringend dat dit nie tot die eersvolgende raadsvergadering kan oorstaan nie.

(4) Tien sekundi vir die lede van die raad word deur die raad aangewys, in die volgende groep:

(a) Vier, twee uit elke fakulteitsraad deur die betrokke fakulteitsraad uit sy midde gekies tot sekundi vir die lede in subparagraaf (1) (a) bedoel:

(b) vier, twee uit elke fakulteit, swyse die persone wat in die verkiezing in die algemene vergadering die meeste stemme gekry het na diegene uit hul eie fakulteit wat tot lede van die raad gekies is, tot sekundi vir die lede in subparagraaf (1) (b) bedoel: Met dien verstande dat, indien daar geen of te min ander kandidate was, die raad die ontbrekende sekundi aanstellen; en

(c) twee, een uit elke fakulteit, tot sekundi vir die twee gekoöpteerde lede.

(5) Indien 'n lid 'n vergadering van die raad nie kan bywoon nie, kan die voorvisser van die vergadering 'n sekundi uit die groep en fakulteit waartoe die betrokke lid behoort, uitnooi, en indien niemand in so 'n groep beskikbaar is nie, kan hy na goeddunken 'n ander sekundi uitnooi.

(6) 'n Tussentydse vakature word na gelang van die geval deur die betrokke fakulteitsraad of deur die raad self aangevul, met inaggeneming van die gelyke verteenwoordiging van die twee fakulteite.
(7) The council's term of office is two years and members are eligible for re-election.

(8) A member who is absent from two consecutive meetings of the council without prior notice, shall forfeit his membership of the council.

(9) Seven members shall form a quorum and the chairman shall, in addition to his deliberative vote, have a casting vote.

(10) At a meeting of the council, a secundo who has been invited, shall have the same status as a full member of the council.

General meeting

6. (1) During each calendar year at least one general meeting of members shall be held on a date and at a venue determined by the council, chaired by the chairman or a substitute designated by the council.

(2) The council shall determine the agenda and shall submit to the meeting a report of the activities of the Academy during the past year of service.

(3) In the event of a tie in the voting on a matter, the proposal shall be regarded as rejected, but in the event of a tie in the voting concerning a person, nominations shall again be called for and put to the vote again, and in the event of another tie, the lot shall decide.

(4) The members present shall form a quorum.

(5) The council may decide when and to what extent the public will be admitted to the meeting.

(6) (a) If at least one twentieth of the members address a written request for a general meeting to the chairman the council shall convene such a meeting within four weeks after receipt of the request.

(b) Only matters mentioned in the request and matters placed on the agenda by the council, shall be dealt with at such a meeting.

(c) The preceding provisions of this paragraph shall mutatis mutandis apply to such a meeting.

Repeal


Signed at Pretoria on this 30th day of October 1992.

P. G. MARAIS,
Minister of Education and Culture.

DEPARTMENT OF LOCAL GOVERNMENT,
HOUSING AND WORKS

No. 3252

4 December 1992

RENT CONTROL ACT, 1976

EXEMPTION OF CERTAIN DWELLINGS, GARAGES,
PARKING SPACES AND SERVANTS' ROOMS
FROM RENT CONTROL

I, Jacobus Theron Albertyn, Ministerial Representative for South-Western Cape, Administration: House of Assembly, in accordance with the powers granted to

(7) Die raad se amuptuur is twee jaar en lede is herkiesbaar.

(8) 'n Lid wat van twee agtereenvolgende vergaderinge van die raad afwees is sonder voorafgaande kennisgewing, verbeur sy lidmaatskap van die raad.

(9) Sewe lede vorm 'n kworum en die voorstoor het benewens sy gewone stem ook 'n beslissende stem.

(10) Op 'n vergadering van die raad het 'n sekundus wat uitgenoem is dieselfde status as 'n volle lid van die raad.

Algemene vergadering

6. (1) In elke kalenderjaar word minstens 'n algemene vergadering van die lede gehou op 'n datum en plek deur die raad bepaal, onder voorverskoon van die voorstoor of 'n plaasvervanger vir hom deur die raad daartoe aangewys.

(2) Die raad bepaal die program van verrigtinge en lei 'n verslag van die werkswerklike van die Akademie gedurende die afgelope dienisaar aan die vergadering voor.

(3) By staking van stemme oor 'n saak word die voorstol as verworwe beskou, maar by staking van stemme oor 'n persoon word weers nominasies geval en dan oorgestem en indien die stemme weer staking, beslis die lot.

(4) Die aanwesige lede vorm 'n kworum.

(5) Die raad kan bepaal wanneer en in hoeverre die publiek toegang tot die vergadering het.

(6) (a) Indien minstens 'n twintigste van die lede 'n skriftelike verskou daartoe aan die voorstoor rig, moet die raad 'n algemene vergadering hou binne vier weke na ontvangs van die verskou.

(b) Alleen sake in die verskou genoem en sake deur die raad op die agenda geplaas, mag op so 'n vergadering behandel word.

(c) Die voorafgaande bepalinge van hierdie paragraaf geld mutatis mutandis vir so 'n vergadering.

Herroeping


P. G. MARAIS,
Minister van Onderwys en Kultuur.

DEPARTEMENT VAN PLAASLIKE BESTUUR,
BEHUISING EN WERKE

No. 3252

4 December 1992

WET OP HUURBEHEER, 1976

VRYSTELLING VAN SEKERE WONINGS, MOTOR-
HUISE, MOTORSTANPLEKKE EN BEDIENINGSA
KAMERS VAN HUURBEHEER

Ek, Jacobus Theron Albertyn, Ministeriële Verteenwoordiger van Suidwes-Kaapland, Administratie: Volkssaam, handelende kragtens die bevoegdheid my
Model C parents ‘paying up’

Staff Reporter

WHILE hundreds of jubilant pupils streamed out of school yesterday for the start of the summer holidays, many parents finally faced up to the arduous task of paying compulsory school fees.

Model C schools in particular have faced an ongoing battle this year to collect their increased fees from reluctant parents, but their persistence has finally paid off.

Cape Town High School principal Mr Nugent Field, who earlier this year revealed that the school had “quite a big bad debt problem”, said many parents had gone to the school yesterday to pay outstanding fees.

“We wrote to all those parents who hadn’t paid and had a good response. They seem to have come to the understanding that it is an obligation that has to be met,” he said.

South African College Schools principal Mr Gordon Law said yesterday that on the whole parents had been “very supportive” and that only a few had not yet paid because of the present economic climate.

Debt orders...
New work brings Serote home

By ZB MOLEFE

WALLY Serote, the angry poet whose apocalyptic vision and voice shook SA's literary landscape in the 70s, is bursting with hope for his motherland.

He has mellowed with the years spent in exile in Botswana and the UK, punctuated by visits and studies in the US and most parts of his beloved Africa.

To say this literary wayfarer is back home sounds like a contradiction. After all, the man has been back from exile since 1990. He has also been active on the ANC's cultural desk and got into many other cultural activities.

But to those who have held him near and dear as a poet who told his people's story, he only arrived back home this week. That arrival is marked by the publication of a major work Third World Express, a 35-page epic poem which touches on the ups and downs of his life and that of his people.

It is the first major poetry work on home soil by this 1983 Ad Donker Prize winner for his outstanding contribution to SA literature during the 70s.

It was in part inspired by veteran American jazzman Jackie McLean and son Rene, playing at the world-famous Village Vanguard. One of their songs was The Third World Express. Of course it is also dedicated to Serote's five boys - Lentsoe, Zwel, Sechaba, Vuyo and Thabo.

Express is vintage Serote. But it is also a mellow Serote, one humbled by age, travels and engaging some of the major and current voices of his craft. Hence his optimism about the new SA - though he is quick to point out he is not alone in this.

"If you listen to our writers, dancers, theatre people and the musicians, there is a golden thread running through their work: they are calling for peace and tolerance. There is this voice calling on our people to recognise the dynamism of our culture," he says.

Two recent events or creations confirm his belief. One is singer Letta Mbulu's hit Not Yet Ubhurh. the other is Sibongile Mngoma-Khumalo and Sipho "Hotstix" Mabuse's What About Tomorrow? concert, which opens in Johannesburg next Thursday.

"We will call on our leaders to cherish peace. The past 40 years have been extremely hard on us. I really believe we deserve better than what we are going through at the moment," Serote says.

In fact he insists that "those of us who are in the arts" should be battling to find consensus within the mosaic that is SA culture.

He explains: "We must ensure that to express our culture we create a culture of tolerance, using the richness of our culture to unite us. We are in a cultural melting pot. There are African, European and Asian cultures here. What is it that we must do to see that these cultures bloom and flourish?"

How does Serote balance his roles of serious poet and political activist. How does he react to the old saying that writers make lousy politicians because essentially a writer's strength is his individuality?

"The roles, in fact, complement each other. As far as my politics and craft are concerned I have never discovered conflict. How to find enough time to write has been my only dilemma."

"I am hoping history will judge me as a rounded person who was able to do both."

And Serote does not forget that his artistic vision was broadened in exile. He was pleased to meet writers from east and west Africa and from Asia and Latin America.

"Also I have read European writers extensively. But there are those writers like Willie Kgositsile, who as South Africans, we must claim as our own. There is also Chinua Achebe and the late James Baldwin, especially in engaging issues like racism," he says.

Serote is emphatic that this experience did something to him "to realise one of the most bewildering things for a South African, when you realise you are on the African continent". That explains why he listened with a "special ear" to these writers.

Earlier Serote had tried to delve into what inspired him. The good old days of black consciousness was the key thing that occupied him and the minds of his generation, he recalls.

"What do we do as blacks to claim our humanity. That has been the basic question for me. Because I'm a strong believer in culture. This culture must shed what life can't use and assume new perspectives."

Serote reckons the concept of "Ubuntu" drives him. This is the weapon that has protected black South Africans against "extreme odds" he believes.

THIRD WORLD EXPRESS is published by DAVID PHILIP and costs R24.95c.
A CONSTANTIA high school has been ordered not to bar a Standard 7 pupil from classes because her mother failed to pay school fees.

An urgent application for an interdict was brought yesterday by the 17-year-old Southfield girl, assisted by her mother, against the governing body of Norman Henhillwood High School, school principal Mr A Abrahams and the Minister of Education and Culture.

The mother said in an affidavit that her daughter was admitted to the school, which was State-aided, in January 1991.

She was retrenched in July and had been unemployed since. She was unable to pay her daughter’s school fees.

She said she explained her predicament to Mr Abrahams, offering to contribute towards the fees. But he insisted she pay more than she could afford and refused to accommodate her.

She hoped to be able to settle the outstanding fees, but only in the new year when she got a permanent job.

Mrs Fisher said she wrote to Mr Abrahams on November 25, explaining why she could not pay.

The next day he replied that the school would not give her daughter a testimonial if her fees were not paid and, since she was “no longer of compulsory school-going age”, she would not be readmitted in January unless the fees were paid in full.

Mrs Fisher claimed that the requirement that her daughter apply for re-admission and that this be subject to payment of the fees for 1992 was invalid and went beyond the scope of the regulations governing the procedures for State-assisted schools.

The girl said that because her fees were not paid, she was not given photo-copies of notes in most of her classes. This resulted in her having to look down at an empty desk or share notes with another pupil.

She claimed she had been “severely prejudiced” by the conduct of the school in forbidding teachers to supply her with class notes.

This affected not only her work performance, but led to her being identified by pupils as the daughter of a parent who was not paying school fees.

The mother said the application was urgent, as Cape schools closed yesterday and it would be extremely difficult to find another school in their area when staff were on holiday.

Mr Justice Foxcroft ordered that the governing body and Mr Abrahams be interdicted from barring the girl from the school and having tuition at the beginning of the 1993 school year.

They were also interdicted from restricting her access to learning materials and aids provided to pupils in her standard and directed to make available all the notes denied her this year.

Mr Justice Foxcroft also ordered that she should not in any way be prejudiced because of non-payment of fees.
PRETORIA. — An experimental "Education for Living" programme is to be introduced in at least 10% of Department of Education and Culture schools next year.

Department superintendent-general Dr H J S Stone said yesterday these schools would comprise a representative test sample of Afrikaans and English medium schools, and of urban and country schools. The programme would include sex and family education, as well as career-oriented education.

Dr Johan Schreuder, the Cape Education Department's (CED) superintendent of education for youth affairs and personnel training, said the programme aimed to bring all non-examination subjects under one umbrella and emphasize the development of "life skills and values".

He said the CED had given schools a large degree of freedom in implementing the programme. — Sapa, Staff Reporter
Education by radio on the way for SA

GRAHAMSTOWN. — Millions of South Africans may one day be educated by radio.

The potential of radio as an educational tool is being tapped by the South African Committee for Higher Education Trust (Sached), which has launched a “distance education through the radio” project in conjunction with a British consultant, Ms Prudence Smith.

Ms Smith, who has run courses for adult education teachers, said she believed distance education through radio was “the way forward”.

She has offered similar courses in Somalia, Zimbabwe, Botswana, Zambia and Asia. — Ecna.
Schools caned in fee row

JOHN VILJOEN
Education Reporter

MODEL C schools have been warned against withholding school reports from pupils whose parents have not paid their fees.

Discriminating against a pupil contravened the terms of the subsidies for Model C schools, said Education Minister Mr Piet Marais.

Two schools, Brackenfell Primary and Zonnekus Primary in Milnerton, have withheld reports from pupils whose parents had not paid fees.

Plans at Tygerhof Primary to act against parents who owe fees include withholding reports, books and notes, sports coaching, transport, educational outings, and insurance.

Meanwhile, Mr Marais condemned any form of discrimination against pupils whose parents had not paid fees.

His statement came after this week's Cape Town Supreme Court application by a pupil and her mother against a school, which wanted to prevent her from re-enrolling.

A Zonnekus father said a letter arrived from the school governing body this week.

The father said he could not pay the R450 he owed the school for 1992 fees. Although he was employed, a business venture collapsed during the year, leaving him with large debts.

He had applied for a government subsidy to help pay the fees, but was turned down in terms of his income.

In accounts sent out last month, parents were told: "School fees are compulsory. Failure to render payment by the due date may not only preclude or prejudice your child's re-enrolment in 1993, but will lead to your child's 1992 report being withheld."

A letter sent out this week on the day reports were issued told parents in arrears that the school's governing body had their children's reports.

Parents in default had to contact the governing body by Monday to discuss payment of fees and to collect reports.

Mr David Killa, deputy chairman of the Zonnekus governing body, said parents would be given reports when they came to discuss fee payments.

About R10 000 was owed to the school and about 30 families had been affected by the decision not to send out reports.

Legal action against defaulting parents was not a viable alternative, he said.

Issuing a summons over R300 or R400 was "ridiculous" considering the legal costs involved.

Court action was also a last resort, he added.

Tygerhof Primary parents were told in a recent circular that R30 000 was owed the school in outstanding fees.

The governing body had decided not to write-off debts, but to keep them on parents' accounts.

Parents who had not paid accounts or made satisfactory arrangements with the governing body could not be provided with some services, including books, notes, sports coaching, and transport during educational outings.

School-leavers whose parents had not paid fees could not be issued with reports or transfer documents and, therefore, could not enrol at other schools.

The governing body had a responsibility to ensure that paying parents did not subsidise those in default.

Parents were invited to comment on the situation, and on whether the school was overspending or wasting money.

However, Buren High School told parents in default that outstanding fees would be carried over into the new year.

A message, "We wish you a blessed Christmas and a peaceful 1993", was sent with accounts.
Cape subsidies unused

VIVIEN HORLER  
Weekend Argus Reporter

PENINSULA schools are owed thousands of rand in outstanding fees and parents have just three weeks to find the cash before the end of the year.

But, less than a quarter of the R10.52 million set aside by the state to subsidise education in the Cape has been used.

One Southern Suburbs school is owed about R50 000 in fees, another is owed R40 000 and the principal of the second school said final notices would go out this week.

"After that, we hand the cases to our lawyers for debt collection."

Schools are caught in something of a bind between the requirements of the Model C system, which stipulate that they fund themselves except for salaries, and the fact that schooling is compulsory and children may not be turned away because of non-payment of fees.

The right to education was underlined this week when a 17-year-old girl won a landmark Cape Town Supreme Court ruling.

As school bursaries tot up their year-end accounts to find out how much they are owed in outstanding fees under the Model C system, it is disclosed that only 25 percent of the Cape’s school fees subsidy fund has been used.

which ordered that Norman Henshliwood High School in Constantia re-admit her in spite of her mother’s failure to pay fees.

The girl told the court that because her fees were not paid, she was not given notes, which “severely prejudiced” her.

With many schools charging fees of about R1 000 a year, it needs just 10 parents to default on payment to cause a R10 000 shortfall.

Norman Henshliwood principal Mr A A Abrahams declined to comment on the case, saying he felt like “an opening batsman facing the Indians without a helmet”.

The school, which has 280 pupils, charges R600 a year. Second children in a family qualify for a reduction, “and we make allowances for people who are struggling”.  

When the Model C system was introduced, the state set aside subsidy funds to help needy parents. Almost R11 million was earmarked for Cape Education Department schools, of which only about R2.5 million has been spent, according to department spokesman Dr Orland Firman.

Parents unable to afford their children’s fees apply for the subsidy through the school. The money is paid directly to the school.

The subsidy, on a sliding scale, is based on the number of dependent children and the gross combined income of the parents.

Any family which earns less than R10 000 a year automatically qualifies for a full subsidy of R400 a year for each primary school child, and R500 for each at high school.

The Minister of Education and Culture in the House of Assembly, Mr Piet Marais, said even if people did not qualify on this basis, they could appeal.

Commenting on this week’s Supreme Court case, Mr Marais said that while the judge’s ruling was in line with education department policy, and that children could not be discriminated against because their fees had not been paid, the “decision does not exempt the parents from their obligation to pay compulsory school fees”.

This week as schools closed for the summer holidays, several Peninsula principals said they were pleased at how parents had responded over the fees issue.

Mr Brian Ingen of Pinelands High said parents had been “exceptionally good”. There are 867 pupils at the school and the fees are R1 000 a year.

Mr Louis Tertianche of Groote Schuur Boys’ High said some problems in the first year of the Model C system were inevitable.

“When you have compulsory schooling and compulsory fees, there are bound to be problems. At Groote Schuur, I’m happy to say we have not had to take any harsh steps, and where there have been problems we’ve handled them with understanding.”

Mr Antony Smith of Bergvliet High confirmed that the school was owed “large sums” and that lawyers would be consulted soon.

Mr David Craig of Rondebosch Boys’ High said there had been “a positive response from approximately 96 percent of our parents.” The 740 boys at Rondebosch pay R1 700 a year.

Until recently, the state spent R3 000 a year for each white child and less than R1 000 for black children.
Model C: Problem are the 'won't pays'

MODEL C schools seem to have less of a problem with parents who cannot pay fees than with those who will not pay up, Cape Education Department spokesman Dr Orland Firmani said yesterday.

"I think the problem is not the parents who can't pay — it's those who won't pay," he said.

However, by far the majority of parents in the Cape Province were paying their fees.

"It's essential that parents who have problems should go to the principal," he said. They could apply through the school for a state subsidy.

The collection of fees was the responsibility of the school's governing body, not the CED.
NECC calls for training forum

JOHANNESBURG.—The National Education Co-ordinating Committee (NECC) has called on the government to establish a negotiating forum on education and training by February 15.

This demand will be presented to National Education Minister Mr Sam de Beer on January 4, an NECC spokesman said yesterday.

The Congress of SA Students and the Pan-Africanist Students' Organisation have launched a boycott of all school and examination fees due next year.
Students plan boycott of school and exam fees

The Argus Correspondent

JOHANNESBURG. — The Congress of South African Students and the Pan Africanist Students Organisation (Paso) would kick off the new year with a boycott of all school and examination fees, the two organisations announced at a press conference in Johannesburg.

Paso assistant general-secretary George Mpya said yesterday the organisations believed it was the responsibility of the government to fully bear the cost of education.

At the same time, the organisations committed themselves to the National Education Co-ordinating Committee's (NECC) programme of building a "culture of learning" schools under the Department of Education and Training.

NECC general secretary James Maseko said the education crisis in South Africa was worsening "as a result of the State's inexcusable unilateral restructuring of education".
Govt told to shelve Soweto changes

Threat to start campaigns:

By Isaac Moledi and Jed Battersby

THE NATIONAL Education Co-ordinating Committee has called on the Government to suspend the unilateral restructuring of education until a negotiating forum is established.

It also threatened to start campaigns if the Government failed to address the decline in the standard of education.

Addressing a Press conference in Johannesburg on Tuesday, NECC general secretary Mr James Maseko said the restructuring, retrenchment of and privatisation of technikons had led to chaos in schools.

The NECC would initiate a meeting with the Government in January to establish a negotiating forum in February.

Meanwhile, the Congress of SA Students (COSAS) and the Pan African Students Organisation (PASO) announced that they would jointly launch a campaign next year to boycott examination and school fees.
NECC outlines education plans

THE National Education Co-ordinating Council (NECC) is hoping to negotiate the future of education with govt.

The council would establish a committee early in the new year to discuss education and training issues with government representatives, NECC general secretary James Maseko said this week.

This committee, when it met Education Minister Sam de Beer early next year, would demand that a negotiating forum be set up.

Because the NECC believed education in the townships was on a downward spiral, it would try to set up a formal negotiating forum.

"As long as our demands remain unattended the crisis will continue and African education might experience serious collapse by the end of 1993."

The NECC's demands included the timely delivery of sufficient textbooks to schools and suspension of any unilateral restructuring of the education system by the state through teacher retrenchments, the introduction of Model C schools and implementation of the education renewal strategy, Maseko said.

Govt set to evict returned exiles

GOVERNMENT's decision to withdraw two state-owned buildings used as reception centres for returning political exiles would complicate an already "critically" cash-strapped repatriation programme, the National Co-ordinating Committee for the Repatriation of SA Exiles (NCCR) warned this week.

Government confirmed yesterday that exiles would have to vacate buildings in Sophiatown and Durban by the end of the month, but said the NCCR had rejected proposals for alternative accommodation.

A Home Affairs Department spokesman, who asked not to be named, said the buildings had been lent to the NCCR until December 31 and were now needed by other government departments. He said a memorandum of understanding between government and the UNHCR -- facilitators of the repatriation process -- did not oblige government to provide support to the programme.

He said the NCCR had been offered a hostel in Maritzburg and other buildings.

The NCCR said it was scaling down its operations because it had run out of funds, and had no money to maintain large buildings.

NCCR regional co-ordinator Willy Leslie said a move to the Natal capital would present logistical difficulties, and accused government of placing the organisation in a difficult position.

"Our present facility (in Durban) is under-utilised. The alternative is 10 times bigger, which poses a serious question in terms of the logistical problems of maintaining a facility 100km away from the regional office when the programme is having financial difficulties."

NCCR regional co-ordinator Willy Leslie said the NCCR had proposed to the Home Affairs Department at a meeting last week that government pay hotel bills, but had been told that this would have to be considered by Parliament.

NCCR vice-chairman Jude Pieters said the NCCR had applied to the UNHCR for additional funding -- it needs an estimated R10m extra.
NECC calls urgently for better education for black pupils in the townships.

**SCHOOL'S OUT...** Pupils hand back their books after completing their examinations.

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**Gloomy forecast for black education**

By Mathilda Tsedu

The National Education Co-ordinating Committee has painted a gloomy picture of black education next year, and said if "pilgrims" do not stand up, schooling may collapse.

The organisation came out of its National Conference in the Midrand rounding warning and calling on the State to stop its unilateral restructuring and to reply to its demands to balance inequity.

It said black education was faced with a serious collapse next year unless the State responded to calls for improve ment and stationery.

These views were expressed by the national general secretary of the NECC, Mr James Maseko, who addressed a Press conference in Johannesburg this week.

And for parents with children in township schools who may have been hopping for a confessing word that 1993 would be better, Maseko said collapse was imminent if the State did not stop its unilateral actions and also failed, as it did each year, to supply adequate books and stationery to schools "immediately."

Maseko, flanked by the new executive committee of the NECC, faced a barrage of questions from journalists, who wanted to know whether programmes of the organisation for next year again included school boycotts.

**Inconsistencies**

He was asked about the inconsistencies of the NECC's new annual call for a return to class and the reintroduction of the spirit of learning, which are followed immediately thereafter by calls for boycotts.

Maseko had unveiled a plan by his organisation to stabilise learning in black schools. These included a demand to the State to timeously deliver "sufficient textbooks" to all schools.

He was asked what if, in the past, that did not happen. More school boycotts, more marches during school hours, the journalists wanted to know.

Maseko was candid. The success of the entire programme of reactivating the spirit of learning depended on the State's response.

The NECC could not speak for the Government but could only hope that this would be done.

If the State failed, local and regional committees that are to be formed throughout the country would devise strategies to force the Government.

These strategies would not necessarily include taking children out of school. It but could take the form of one-man protests, he said.

However, the NECC conference held in Midrand last week had put tabled particular programmes of action that could be followed as this would be done at local level, he said.

He said the NECC call for a return to class had been successful as many pupils had gone back to school.

This had however become a problem that disabled schools as the State failed to cope with the influx of terms of books, reacceptation and teachers.

This in turn led to discussions by students demanding books and classes, a problem that still existed today. Hence, the demand for the timeous dispatch of books.

He said the NECC had realised the contradictions that had arisen as a result of its calls for schooling and its support for marches and boycotts during school terms and was determined to avoid such situations.

It was imperative, he said, that parents and teachers, as well as students, gave full attention to the problem in black schools at the present "crisis" was likely to continue.

"The country can't afford a repeat of what has happened and we foresee a significant decline in education which can lead to a serious collapse of schooling in the DET schools," Maseko said.

**Restructuring**

He appealed to the Government to stop the unilateral restructuring of education in the form of remanagement of teachers, Model C, privatisation of technicons, language policy and the education re-

He said the NECC called for a nego-

But in the end it was clear that the NECC was caught in a Catch 22 situa-

It has on one hand backed down: by the depleted black communities for improvements in their education cond-

However, these demands cannot only be met by the State, which does not see the urgency of the matter.

The only option left is pressure - here the problem starts. What pressure? Boycotts alienate parents and the society in general - but without re-

If one-mn protests planned now.

It is a brave plan which was almost convincing, until Maseko introduced Cosas and PASO, two student wings, aligned with the ANC and PAC respectively.

Right then in the NECC offices, lead-

It was as if we were in another world: Maseko's reassuring voice went out the window and was replaced at the prospect of another 1992 next year.

It is a worrying thing for parents who pay so much, and lends to the extra cost pupils from townships to town.

But then only those who can afford it can do so.

The majority of working people who cannot afford the fare to town schools are left with their children in township schools, wandering among the streets day in and day out, in the name of the revolution.

And the question that begis an answer is: who, between the NECC and the Cosas PASO and Pits when fooling whom?
Sectors that will receive smaller grants include policy research & planning, institutional and management development & public administration.

The report says SA's NGOs "acquired themselves relatively well in the accountable management of the funds and the implementation of development activities" — in spite of lacking the material infrastructure or human resource support systems available to government aid recipients in other developing countries.

The lack of previous comprehensive studies means it's not possible to define or measure trends in aid flows, but the report says available evidence indicates that 1992 disbursements will represent the largest amount of external aid to SA during the past 10 years.

The UN programme concludes that the value of aid to SA and the number of agencies in the country are likely to increase over the next few years due mainly to political reform initiatives.

Harnessing foreign and other aid in a co-ordinated initiative is a goal of Independent Development Trust CEO-designate Wiseman Nkuhlu. He wants to see the establishment of an independent panel to co-ordinate the efforts of SA's development agencies and determine priorities (Current Affairs December 4).

Nkuhlu believes a co-ordinated development effort will also encourage new support from foreign governments and agencies who are sometimes confused by conflicting demands from what may be perceived as rival SA organisations.

He says alleviating poverty and improving the quality of life of SA's poor are the most important goals. These can be done through the promotion of small and medium-sized businesses and farmer support programmes to develop a successful black commercial agricultural sector.

Nkuhlu says it's also essential that people should have access to clean water, housing, electricity and basic health care.
GOVERNMENT NOTICES

ADMINISTRATION:
HOUSE OF ASSEMBLY
DEPARTMENT OF EDUCATION AND CULTURE
No. R. 3360 18 December 1992
EDUCATION AFFAIRS ACT (HOUSE OF ASSEMBLY), 1988

REGULATIONS RELATING TO EDUCATIONAL AUXILIARY SERVICES TO SUPPLEMENT EDUCATIONAL PROGRAMMES

The Minister of Education and Culture has under section 112 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), and with the concurrence of the Minister of the Budget, made the Regulations in the Schedule.

SCHEDULE

Definitions
1. In these Regulations any word or expression to which a meaning has been assigned in the Act, shall have the meaning so assigned to it and, unless the context otherwise indicates—

“advisory committee” means an advisory committee referred to in regulation 2;

“auxiliary service” means an educational auxiliary service provided in terms of section 5 (1) (d) (iii) of the Act to supplement educational programmes;

“auxiliary service fund” means an auxiliary service fund referred to in regulation 10;

“Executive Director” means an Executive Director of Education referred to in section 4 of the Act;

“member” means a member of an advisory committee; and

“the Act” means the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988).

GOEWERMENSKENNISGEWINGS

ADMINISTRASIE:
VOLKSRAAD
DEPARTÉMENT VAN ONDERWYS EN KULTUUR
No. R. 3360 18 Desember 1992
WET OP ONDERWYSANGELEENTHEDE (VOLKSRAAD), 1988

REGULASIES BETREFFENDE ONDERWYSHULPFENSTE OM ONDERWYSPROGRAMME AAN TE VUL

Die Minister van Onderwys en Kultuur het kragsile artikel 112 van die Wet op Onderwysangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), en met die instemming van die Minister van Begroting, die regulasies in die Bylae uitgevaarig.

BYLAE

Woordomskrywing
1. In hierdie Regulasies het 'n woord of uitdrukking waaraan in die Wet 'n betekenis geheg word, die betekenis aldaar daaraan geheg, en tensy uit die samehang anders bylyk, beteken—

“advieskomitee” 'n advieskomitee in regulasie 2 bedoel;

“die Wet” die Wet op Onderwysangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988);

“hulpfonds” 'n onderwyshulpfonds wat ingevolge artikel 5 (1) (d) (iii) van die Wet voorsien word om onderwysprogramme aan te vul;

“hulpfonds” 'n hulpfonds in regulasie 10 bedoel;

“lid” 'n lid van 'n advieskomitee; en

“Uitvoerende Direkteur” 'n Uitvoerende Direkteur van Onderwys in artikel 4 van die Wet bedoel.
Establishment and constitution of advisory committee

2. (1) The Executive Director may establish an advisory committee for an auxiliary service.

(2) An advisory committee shall consist of—

(a) the head of the auxiliary service concerned; and

(b) not fewer than four and not more than eight persons who do not hold posts at the auxiliary service concerned, appointed by the Executive Director.

Terms of office of members

3. (1) A member shall hold his office for a term determined by the Executive Director.

(2) A member whose term of office has expired, may be appointed again.

(3) Notwithstanding the provisions of subregulation (1), the Executive Director may at any time remove a member from office for reasons he deems to be sufficient.

(4) Subject to the provisions of subregulation (3), members shall, notwithstanding the expiration of their terms of office referred to in subregulation (1), hold office until a new advisory committee is constituted in accordance with regulation 2.

Office bearers of advisory committee

4. (1) At the first meeting of an advisory committee such committee shall elect from its members a chairman, a vice-chairman and a secretary: Provided that the head of the auxiliary service concerned shall not be elected as chairman or vice-chairman of the committee.

(2) The chairman, vice-chairman and secretary shall, subject to the provisions of subregulation (3), hold office for a period of 12 months, provided that such period is not longer than the term for which he was appointed as member.

(3) Should the office of chairman, vice-chairman or secretary become vacant for any reason, the advisory committee shall at the first meeting after the vacancy has occurred, subject to the provisions of subregulation (1), elect one of its members to fill such vacancy for the unexpired term of office of his predecessor.

(4) The head of the auxiliary service shall act as chairman of the meeting during the election of a chairman, if the office of vice-chairman is also vacant.

Allowances to members

5. The allowances payable to a member who is not in the full-time service of the State when he is engaged in the business of the advisory committee, shall be determined by the Minister with the concurrence of the Minister of the Budget.

Casual vacancies on advisory committee

6. (1) A casual vacancy shall occur on an advisory committee if a member—

(a) resigns in writing;

(b) dies;

Instelling en samestelling van advieskomitee

2. (1) Die Uitvoerende Direkteur kan vir 'n hulpdiens 'n advieskomitee instel.

(2) 'n Advieskomitee bestaan uit—

(a) die hoof van die betrokke hulpdiens; en

(b) minstens vier en hoogstens agt persone wat nie beteknikings by die betrokke hulpdiens beklek nie en deur die Uitvoerende Direkteur aangestel word.

Amptersmyne van lede

3. (1) 'n Lid beklek sy amp vir 'n termyn deur die Uitvoerende Direkteur bepaal.

(2) 'n Lid wie se amptersmyn verstryk het, kan weer aangestel word.

(3) Ondanks die bepaling van subregulasie (1) kan die Uitvoerende Direkteur van Onderwys te eniger tyd 'n lid van sy amp onthef om redes wat hy as voldoende ag.

(4) Behoudens die bepaling van subregulasie (3), beklek lede ondanks die verstryking van hul amptersmyne bedoei in subregulasie (1), hul ampte tot 'n nuwe advieskomitee ooreenkomstig regulasie 2 saamgestel word.

Ampsbekleërs van advieskomitee

4. (1) Op die eerste vergadering van 'n advieskomitee verkies so 'n komitee uit eie geledere 'n voorsitter, 'n ondervoorsitter en 'n sekretaris: Met dien verstande dat die hoof van die betrokke hulpdiens nie tot voorsitter of ondervoorsitter van die komitee verkies mag word nie.

(2) Die voorsitter, ondervoorsitter en sekretaris beklek hul ampte behoudens die bepaling van subregulasie (3), vir 'n tydperk van 12 maande, mits sodoenige tydperk nie langer is as die termyn waaroor hy as lid aangestel is nie.

(3) Waar die amp van voorsitter, ondervoorsitter of sekretaris om enige rede vakant raak, verkies die advieskomitee op die eerste vergadering nadat die vakature ontstaan het, behoudens die bepaling van subregulasie (1), een van sy lede om daardie vakature vir die onverstrekte amptersmyn van sy voorganger te vul.

(4) Die hoof van die hulpdiens tree as voorsitter van die vergadering op tydens die verkiesing van 'n voorsitter, indien die amp van ondervoorsitter ook vakant is.

Toelaes aan lede

5. Die toelaes wat aan 'n lid wat nie in die heeltydse diens van die Staat is nie betaal kan word wanneer hy met die sake van die advieskomitee besig is, word deur die Minister met die instemming van die Minister van Begroting bepaal.

Toevallike vakatures in advieskomitee

6. (1) Toevalle vakature in 'n advieskomitee ontstaan indien 'n lid—

(a) skryflik bedank;

(b) te sterwe kom;
(c) is absent from three consecutive meetings without the permission of the committee;
(d) is removed from office in terms of regulation 3 (3); or
(e) accepts a post at the auxiliary service concerned, excluding that of head thereof.

(2) Whenever a casual vacancy occurs, the Executive Director shall forthwith appoint a competent person to fill the vacancy.

(3) A person appointed in terms of subregulation (2), shall, subject to regulation 3 (3), hold office for the unexpired portion of the term of office of his predecessor.

Powers and functions of advisory committee

7. The Executive Director shall determine the powers and functions of an advisory committee.

Meetings of advisory committee

8. (1) An advisory committee shall meet at least once during a school quarter.

(2) The chairman of an advisory committee shall determine the date, time and place of a meeting and the secretary of such committee shall at least 14 days prior to such meeting, notify each member in writing thereof: Provided that in the case of a matter requiring urgent handling in the opinion of the chairman of the advisory committee, at least 24 hours' notice may be given.

(3) Any person may on the invitation of the advisory committee be present at a meeting of such committee and take part in the discussion, but shall have no vote and shall leave the meeting when the advisory committee so decides.

(4) An advisory committee may require any staff member of the auxiliary service concerned to attend a meeting of such committee in connection with any matter relating to the functions of the advisory committee.

(5) The majority of the number of members of an advisory committee constituted in accordance with regulation (2), shall constitute a quorum for any meeting of the advisory committee.

(6) An advisory committee shall determine its own rules relating to its meetings and procedures at those meetings.

Minutes of proceedings of meetings

9. (1) The secretary of an advisory committee shall keep minutes of the proceedings of every meeting and shall provide the Executive Director, at his request, and every member with a copy of such minutes.

(2) The minutes of the proceedings of every meeting of an advisory committee—

(a) shall at the next ensuing meeting of the advisory committee be submitted for approval; and

(b) shall at all reasonable times be open for inspection by the members and the Executive Director.

(3) Upon the dissolution of an advisory committee or the expiry of its term of office, all minutes and other documents of such committee shall be handed to the head of the auxiliary service concerned.

(4) At the discontinuation of an auxiliary service the head of the auxiliary service shall hand in all minutes and other documents of the advisory committee at the Department for safe-keeping.

(c) sonder die toestemming van die komitee van drie agtereenvolgende vergaderings afwesig is;

(d) ingevoelige regulasie 3 (3) van sy amp onthef word; of

(e) 'n betrekking by die betrokke hulpdiens aanvaar, uitgesonder die betrekking van hoof daarvan.

(2) Wanneer 'n toevallige vakature ontstaan stel die Uitvoerende Direkteur onverwacht 'n bevoegde persoon aan om die vakature te vul.

(3) 'n Persoon wat ingevoelige subregulase (2) aangestel is, beklee sy amp behoudens regulasie 3 (3) vir die onverstrekte deel van die ampstermyn van sy voor- ganger.

Bevoegdheid en werkzaamhede van advieskomitee

7. Die Uitvoerende Direkteur bepaal die bevoegdheid en werkzaamhede van 'n advieskomitee.

Vergaderings van advieskomitee

8. (1) 'n Advieskomitee vergader minstens een keer gedurende 'n skoolkwartaal.

(2) Die voorvaller van 'n advieskomitee bepaal die datum, tyd en plek van 'n vergadering en die sekretaris van so 'n komitee stel elke lid minstens 14 dae voor sodanige vergadering skriftelik daarvan in kennis: Met dien verstande dat in die geval van 'n saak wat na die oordeel van die voorvaller van die advieskomitee spoedig hanteer moet word, minstens 24 uur kennis gegee kan word.

(3) Enigiemand kan op uithouding van die advieskomitee by 'n vergadering van so 'n komitee teenuweldig wees en aan die besprekings deelneem, maar het nie stemreg nie en vertaal die vergadering wanneer die advieskomitee aldus besluit.

(4) 'n Advieskomitee kan vereis dat enige personeel van die betrokke hulpdiens 'n vergadering van so 'n komitee bywoon in verband met enige aangekennis wat op die werkzaamhede van die advieskomitee betrekking het.

(5) Die meerderheid van die getal lede van 'n advieskomitee ooreenkomsregulase 2 saamgestel, maak 'n kworum van enige vergadering van die advieskomitee uit.

(6) 'n Advieskomitee bepaal sy eie reëls betreffende sy vergaderings en procedures op daardie vergaderings.

Notules van vergingtige van vergaderings

9. (1) Die sekretaris van 'n advieskomitee hou notule van die vergingtige van elke vergadering en voorsien die Uitvoerende Direkteur, op sy versoek, en elke lid van 'n afskrif van so 'n notule.

(2) Die notule van die vergingtige van elke vergadering van 'n advieskomitee—

(a) moet op die eersvolgende vergadering van die advieskomitee vir goedkeuring voorgeleê word; en

(b) moet te alle redelike tye ter insaë lê van die lede en die Uitvoerende Direkteur.

(3) By die ontbinding van 'n advieskomitee of die versyfing van sy ampstermyn moet alle notules en ander dokumente van so 'n komitee aan die hoof van die betrokke hulpdiens oorhandig word.

(4) By die beëindiging van 'n hulpdiens moet die hoof van die hulpdiens alle notules en ander dokumente van die advieskomitee by die Departement vir veilige bewaring inhankig.
Establishment and control of auxiliary service fund

10. (1) The Executive Director may establish an auxiliary service fund for an auxiliary service to provide such amenities or promote such activities for that auxiliary service as he may deem necessary in the general interest of the auxiliary service: Provided that all contributions to such fund shall be voluntary. (SO)

(2) All moneys which an auxiliary service receives from any source shall be paid into the auxiliary service fund.

(3) No person, organization or body shall collect contributions in the name of or on behalf of an auxiliary service or auxiliary service fund without the written consent of the head of the auxiliary service.

(4) (a) An auxiliary service fund established under subregulation (1), shall be controlled and managed by the advisory committee of the auxiliary service concerned, and the moneys in the auxiliary service fund shall be accounted for and dealt with in accordance with the directions issued by Government Notice No. R. 1719 of 27 July 1990, which directions shall mutatis mutandis apply to auxiliary service funds.

(b) For the purposes of the directions referred to in paragraph (a)—

(i) a reference in the said directions to a fund shall be construed as a reference to an auxiliary service fund;

(ii) a reference in the said directions to a council shall be construed as a reference to an advisory committee; and

(iii) a reference in the said directions to a school or a hostel shall be construed as a reference to an auxiliary service.

(5) (a) When an auxiliary service is to be discontinued, the advisory committee shall, before the discontinuation, in consultation with the provincial education department concerned under whose jurisdiction the auxiliary service falls, decide to which other educational institution's fund the moneys, and the furniture, equipment and other items purchased solely with money out of the auxiliary service fund, or donated to such auxiliary service, shall be transferred, subject to specific conditions which may apply to certain donations.

(b) After an auxiliary service has been permanently discontinued, the Executive Director shall determine the manner in which effect is to be given to a decision contemplated in paragraph (a), and any costs incurred in connection therewith shall be charged against the balance of the auxiliary service fund.

(c) The items referred to in paragraph (a) shall be deemed to be a donation to the fund to which they are transferred.

Instelling en beheer van huldiensfonds

10. (1) Die Uitvoerende Direkteur kan vir 'n huldiens 'n huldiensfonds instel om vir daardie huldiens die geriewe te voorsien of die aktiwiteite te bevorder wat hy in die algemene belang van die huldiens nodig ag: Met dien verstande dat alle bydraes tot so 'nonds vrywylig is.

(2) Alle geld wat 'n huldiens uit enige bron ontvang word in die huldiensfonds gestort.

(3) Geen persoon, organisasie of liggaam samel bydraes in die naam van of ten behoeve van 'n huldiens of huldiensfonds in sonder die skriftelike toestemming van die hoof van die huldiens nie.

(4) (a) 'n Huldiensfonds kragtens subregulasi (1) ingestel, word beheer en bestuur deur die advieskomitee van die betrokke huldiens en die geld in die huldiensfonds word van rekening gegee en mee gehandel volgens die voorskrifte uitgereik by Goewernementskennisgewing No. R. 1719 van 27 Julie 1990, welke voorskrifte mutatis mutandis van toepassing is op huldiensfondsse.

(b) By die toepassing van die voorskrifte in para- graaf (a) bedoel—

(i) word 'n verwysing in genoemde voorskrifte na 'nonds uitgelê as 'n verwysing na 'n huldiensfonds;

(ii) word 'n verwysing in genoemde voorskrifte na 'n raad uitgelê as 'n verwysing na 'n advieskomitee; en

(iii) word 'n verwysing in genoemde voorskrifte na 'n skool of 'n koshuis uitgelê as 'n verwysing na 'n huldiens.

(5) (a) Wanneer 'n huldiens beëindig moet word, besluit die advieskomitee voor die beëindiging in oorleg met die betrokke provinsiale onderwysdepartement onder wie se jurisdiksie die huldiens reseer is, na watter onderwysinstituut se fonds die geld en die meubels, uitrusting en ander items uitsluitlik met geld uit die huldiensfonds gekoop, of aan sodanige huldiens geskenk, oorgeplaas moet word, behoudens spesifieke voorwaardes wat op bepaalde skenkings van toepassing mag wees.

(b) Nadat 'n huldiens permanent beëindig is, bepaal die Uitvoerende Direkteur van Onderwys die wyse waarop uitoëring gegee moet word aan 'n besluit in paragraaf (a) beoog, en enige koste in verband daarmee aangegaan word teen die saldo van die huldiensfonds in rekening gebring.

(c) Die items in paragraaf (a) beoog, word as 'n geskenk aan dieonds waarheen dit oorgeplaas word beskou.
Education

The DET holds the key to progress in black education in the new year.

Proper and sufficient schooling infrastructure by the Department of Education and Training will decide the course of black education for 1993.

Exactly how black schooling will be in the coming year will depend largely on what happens when schools re-open.

Already the National Education Co-ordinating Committee (NECC) has forecast doom and damnation if the Government does not provide properly for black education.

But it has been the same story since the mid-80s when frustrated and demotivated pupils moved from one township to the next only to have education doors slammed in their faces. Not enough classrooms.

Militant pupils seized registration posts, set teachers and organisations against each other and parents watched helplessly from the sidelines.

That first day's confusion usually sets the pace for the year.

Next year will be a write-off unless drastic improvements are made.

Beacons of hope are:

- Signing of the South African Democratic Teachers Union (Sadtu) recognition agreement by the DET.
- The setting up of the private sector's R500 000 Education Trust.
- Attempts by student and pupil organisations to work together.
- The National Education Conference made up of 14 organisations.

The Disheartening:

- Threats by the Pan African Student Organisation (Paso) and Congress of South African Students (Cosas) to embark on boycotts.
- The Government's continued unilateral restructuring of education, not to mention its fragmented education.
- Continued parental apathy.
EDUCATION - GENERAL

1993

JANUARY — MARCH.
Data highlights school inequities

An American research group's data on black-white educational disparities is seen to be invaluable to black negotiators seeking an equitable dispensation for education that hitherto was designed and operated overwhelmingly in favour of white school children.

NEW YORK. — A North Carolina researcher says he is optimistic a computer study he helped conduct will bring more equality to South Africa's educational system.

An independent agency in South Africa invited Mr. Hank Healey of the Research Triangle Institute and colleague Mr. Luis Crouch to the country nearly two years ago to help gather data about the national school system.

The data they collected and analysed led to the first serious discussions between black leaders and the white minority government on providing equal education opportunities for South Africa's children, the News and Observer of Raleigh reported this week.

"The most striking thing about it to me was that everybody really wanted the transition to work," said Healey, who works with Crouch at the RTI's Center for International Development. "It's a very hopeful sign."

Disparities between schools for whites and those for black and so-called colored children have long been recognized, but there was little data about the size of the gap or the amount of money needed to bridge it.

For black groups such as the African National Congress, such data was crucial for bargaining.

"They realized they didn't hold any of the cards because the government owned all the data," Healey said. "So the negotiations were all uphill."

Healey, Crouch and a partner from the Education Foundation spent 18 months in South Africa gathering information and then fed the data into a computer programmed to analyse it.

"In six months we had in one source better information than could be found in any one source in the government," Healey said.

Afterwards leaders of South Africa's major political groups attended workshops on school reform.

Blacks learned that the government spends more than three times as much on each white pupil as on a student of another race. And that the average pupil-to-teacher ratio in white schools was 22 to 1, compared with 40 to 1 for most blacks — and in rural areas, 100 to 1.

Blacks learned that it would not be simple to raise the standards of black schools to match those of white schools. Achieving full parity would consume more than half the nation's entire budget. A compromise solution involved taking some money from white schools while gradually improving standards for non-white schools. Desegregation is now being explored, but it will take years to work out details. — Sapa-AP.
The problem with black education is that everyone has something to say but very few are actually doing something.

The Government, the PAC, Azapo and ANC are all to blame, argues Political Correspondent Ismail Lagardien:

"It is quite clear that repealing provisions in the constitution which make room for racism in education and social pensions, for example, are not part of the De Klerk managerial redevelopment of South Africa."

South Africa, has done even less. Admittedly some companies have prepared bursaries and/or fund private schools.

These private schools, however, do not form part of the catastrophe that plays itself out at the end of every school year for black matriculants.

Obligation, not right

It is absolutely necessary that something is done to improve black education, as an obligation not as a right.

It has been suggested that raising the education standards for all pupils in the country, with an added year of education for black pupils to catch up with their white counterparts, is a solution.

But whatever the mooted suggestion, it is perhaps high time that the political representatives of black scholars say this far and no further.

It is perhaps high time, too, that De Klerk and his people are asked to answer the most crucial question which the President has avoided answering in spite of Swartkoppies’s obfuscation:

Does De Klerk really think that apartheid can be killed by repealing the legislation that holds it in place?

Chances are he will not.
Single education system ‘on way’

ROBERT BRAND
Weekend Argus Political Staff

Racially fragmented education departments — and with them Model C schools — are on the way out, possibly before the end of next year.

In an interview in the latest issue of Leadership magazine, National Education Minister Piet Marais said a single education system could be in place before a constitutional settlement had been reached.

Mr Marais said there was “a fair amount of consensus” about the aim of a single, non-discriminatory education system among the key political players.

While educational reform should go hand in hand with political reform, changes to the education system could be brought about before the implementation of a new constitution.

“Until we have a completely new constitutional dispensation, we should start working towards creating a new educational system.

“Changes that could be brought about independently of the political process should also now at least be considered and discussed with all the players,” he said.

The government envisages the election of a constituent assembly before April next year, with a new constitution being negotiated towards the end of 1994.

Democratic Party education spokesman Mr Roger Burrows went even further, saying racial education departments could be disbanded before the formation of an interim government — in other words, before April next year.

He anticipated the Model C system would then disappear.
Racial furore as TVI school goes open

JOHANNESBURG. — A nursery school this week found itself in the middle of a racial furore when white parents withdrew their children because a black child had been enrolled.

Most of the 34 children removed were taken home to be looked after by black domestic workers, newspaper reports here said. 

Owner of the Wonderland creche in Alberton, Mr. Jan van der Merwe, said his life and property had been threatened and parents had said because he had admitted four-year-old Derrick Smit, the son of a black accountant and coloured woman.

After buying the creche, he informed parents he would be opening it to all races. Although some parents objected, he had not anticipated losing almost half his pupils. — Sapa
Govt, ANC to meet tomorrow

FUNDAMENTAL problems still divided government and the ANC but much common ground was being found on the process which the parties hoped would bring them closer together on the core issues of regionalism and power-sharing.

Negotiators from both camps yesterday firmly denied any agreements had been reached in bilateral talks which they said were "exploratory".

"The only agreement we have been able to come to has been that there should be a preparatory planning conference prior to a new multiparty forum being convened," one source said.

Government and the ANC were seeking common ground to satisfy minimum demands which would provide a basis for the two parties to argue in tandem during multilateral talks.

Sources said yesterday the government/ANC bilateral meeting tomorrow would be tense because the Umkhonto we Sizwe issue had moved to the top of the agenda following last week's disclosure of an arms smuggling operation in Natal.

Government believes a decision on how to deal with the security forces and armed formations such as MK is vital to allow multiparty talks to move to the next stage.

It believes that once this has been achieved there would be a firm basis for multiparty talks to move on, especially with Inkatha demanding MK's disbandment before it joins negotiations.

Meanwhile, at the government/Inkatha bilateral talks yesterday, priority attention was devoted to political violence and the control of weapons by armed forces other than security forces.

In a joint statement after the meeting, Constitutional Development Minister Roelf Meyer and Inkatha national chairman Frank Mdlabo said they had discussed at length violence "by armed bands sowing death and destruction amongst their public and private opponents".

Linked to this was discussion on the acquisition and distribution of arms and armaments and the "destabilising effect these have on the constitutional negotiating process, as well as the question of private armies in an election process", the statement said.

They said the rest of the time was spent on the proposed planning conference and on the exploration of common ground on constitutional matters. The delegations said they hoped the conference would take place before the month-end and they decided to meet for three days from February 17 to 19.

Meanwhile senior MK and ANC officials, including MK chief of staff Siphiwe Nyanda and southern Natal regional chairman Jeff Radebe, went to Middelburg yesterday to discuss the allegedly operation with the three cadres detained after the discovery of the cache.

Senior ANC negotiators told government last week that senior officials were not involved and the matter would be fully investigated.

ANC spokesman Carl Niehaus said the investigating team would report back today.

Four major areas of disagreement between the ANC and government remain to be discussed at tomorrow's meeting.

These are: how comprehensive should an interim constitution be; at what stage should the powers, functions and duties of regions be determined; how to build in checks and balances that dispense with the need for entrenched power-sharing; and what level of authority the transitional executive council will have, especially over security forces.

The government negotiator said the parties were trying to find agreement on a phased approach to regionalism. Government and the ANC held similar views on the issue, but differed with regard to timing and implementation.

Heated debate likely on medical aid Bill

TODAY's parliamentary debate over the Medical Schemes Amendment Bill is expected to be acrimonious as parties air their feelings about the provision and cost of health care.

However, parliamentary sources expect the Bill to be passed largely unscathed - and with the support of those who opposed it.

Andrew Krumm, health spokesman for the Democratic Party, said: "The DP health spokesman sees this Bill as a triumph over a recent con-..."
Govt: Model C here to stay

Staff Reporter

EDUCATION and Culture Minister Mr Piet Marais yesterday denied rumours that the Model C system would soon be abolished.

He was responding to claims by DP education spokesman Mr Roger Burrows that there were clear indications from government sources that racial education departments were soon to be disbanded.

"In a new education dispensation state-aided schools could form the core of a community orientated education system," Mr Marais said yesterday.

Their research towards the end of 1992 showed that 94.2% of parent communities evaluated the Model C system as satisfactory to reasonably satisfactory, and that only 7.2% of parents had not yet paid school fees.

Camps Bay High School governing body chairman Mr Barry Glie said that to his knowledge most Peninsula state-aided schools' bad debt was 20%.

He added that the supposed benefits of increased autonomy and parent involvement had not amounted to anything substantial at most Model C schools.

Sapa

Racial furore as Tvl school goes open

JOHANNESBURG. — A nursery school this week found itself in the middle of a racial furore when white parents withdrew their children because a black child had been enrolled.

Most of the 34 children removed were taken home to be looked after by their domestic workers.
SA endorses chemical weapons ban
By Esther Waugh
Political Reporter 8/1/93

South Africa will this week sign a United Nations treaty prohibiting the use of chemical weapons.

Foreign Affairs Minister Pik Botha is to sign the Chemical Weapons Convention (CWC) on Wednesday in Paris.

The CWC prohibits the development, production, stockpiling and use of chemical weapons.

It makes provision for comprehensive verification measures, including inspections and routine verifications in the chemical industry.

The convention was finalized in August in Geneva by the Ad Hoc Committee on Chemical Weapons at the UN Conference on Disarmament and was later endorsed by the UN General Assembly.

Botha said: "The decision to sign the Chemical Weapons Convention in January 1993 is an expression of the South African Government's wish to participate in international disarmament initiatives."


Single education system on way

Own Correspondent 5/1/93

Racially fragmented education departments - and with them Model C schools - are on the way out, possibly before the end of next year.

In an interview in the latest issue of Leadership magazine, National Education Minister Piet Marais said a single education system could be in place before a constitutional settlement had been reached.

Marais said there was "a fair amount of consensus" about the aim of a single, non-discriminatory education system among the key political players.

"Until we have a completely new constitutional dispensation, we should start working towards creating a new educational system," he said.

The Government envisaged the election of a constituent assembly before April next year, with a new constitution in place towards the end of 1994.

But Democratic Party education spokesman Roger Burrows said racial education departments could be disbanded before the formation of an interim government in April next year.

He anticipated the Model C system would then disappear.

Burrows said it was imperative the Government began discussions immediately to map out a new education system.

He expected that a future system would entail State, State-aided and private schools.

Air crash survivor thanks family for brave sea rescue

Own Correspondent

RICHARDS BAY - "Thank you, thank you all for saving my life. I would have died."

With these words, German air crash survivor Gunter Vogel greeted the four members of the Rohlandt family who rescued him on Friday.

The plane in which Vogel and two friends were flying from Nelspruit to Durban crashed into the sea 300 m off Nhlabane Beach, north of Richards Bay.

Koos and Allen Rohlandt braved rough, shark-infested waters to pull him to safety.

The family visited him in the Bay Hospital at the weekend, where he is recovering from a fracture in his spine and numerous bruises.

The Rohlandts said his relief at surviving was tinged with sadness at the loss of his two friends, pilot Gines Demoral and fellow tourist Helmut Scheibe.

Vogel (40), a graphics designer from Nuremberg, told his new friends: "I am very lucky to be alive and have already phoned my family at home to tell them I am all right."

Vogel owes his life to the fast action of Transvaal holidaymaker Stephen Rohlandt, who was packing up to leave the beach after a day of fishing with his sister and brother, who live in Richards Bay.

They saw the Piper Cherokee 235 plunge into the sea after a wing had hit the water.

Stephen Rohlandt said he told his younger brother Koos and his son Allen to jump into the water to help one of the crash victims who appeared to be swimming to shore.

We can't start the revolution.
Cosas campaign against school and exam fees

JOHN YELD
Staff Reporter

A CAMPAIGN against the payment of school and examination fees is being launched by the Congress of South African Students (Cosas) in the Western Cape this week.

Cosas regional president Mr Songezo Mgongile said yesterday that the move was in line with a national decision announced jointly by Cosas and the Pan Africanist Students' Organisation (Paso) last year.

"We believe education is the responsibility of the government," he said.

Cosas was planning a mass meeting of standard 10 pupils on Thursday to discuss the campaign, and would also consult parents and community organisations on the issue, said Mr Mgongile.

The campaign would be geared to high school pupils and would include rallies. Cosas did not envisage class boycotts at this stage.

"But we will do anything at our disposal to make the campaign a success," he warned.

Mr Mgongile said the government had acted "very irresponsibly" by increasing the examination fee for matric pupils.

Cosas believed the fee, which was between R76 and R84, had been raised to about R105.

The 1986 campaign against school fees had been successful, but the Department of Education and Training (DE&T) had reimposed the system after 1987, when soldiers had been sent into classrooms during the state of emergency, Mr Mgongile alleged.

School fees were R69 and Cosas believed some schools were overcharging pupils.

"We are saying this (the school fee system) is going to come to an end," he said.

"There should be no obstacle for any child to register in any school. No child must be deprived of the right to learn."

There had been "maximum support" for the campaign in schools Cosas had visited so far.
Class boycott over exam fees

Mass action on education crisis

JOHANNESBURG. — Mass action aimed at ending the financial crisis affecting students and calling for the disbanding of the Independent Development Trust is to hit tertiary education country-wide on March 8.

At a press conference at Wits University yesterday, South African Students Congress (Sasco) information and publicity secretary, Mr Mogomotsi Mogodiiri, called for the disbanding of the IDT because of dissatisfaction with its “unilateral” approach in giving students financial assistance.

Sasco’s Southern Transvaal regional chairman, Mr Peniel Mashele, said this was in spite of the trust having agreed to consultation on funding.

Sasco said mass action would take the form of sit-ins, marches, demonstrations, and picket protests.

According to Sasco’s figures, the University of the North (Turffoep) had outstanding student fees of R18 million in 1992, and only 3,000 students are registered there this year, compared with 12,000 last year.

At Fort Hare, which had an R11 million deficit in 1992, only 2,500 students registered against 6,000 last year.

Mr Mashele said the IDT should fund students in arrears, to enable them to register this year. — Sapa

needed to be addressed, teachers could not be part of unnecessary and unwanted action.

“Our position is clear. Teachers and parents must meet soon and come out clearly on this matter, while pupils and teachers must go back to class to learn and teach, respectively,” he said.

The PAC’s regional secretary, Mr Batembi Luguwiwana, said yesterday that his organisation was not against students taking action against the injustices of the Department of Education and Training (DET), but strategies had to be decided after extensive consultation.

The ANC’s Mr Tony Yengeni, said that the disruption of classes was not consistent with the call by the ANC for pupils to go back to class this year.

He said the ANC would neither condemn nor support any action which did not have full knowledge, and called for an urgent meeting to discuss the matter.

President of the SA Democratic Teachers’ Union (Sadtu), Mr Shepherd Mdladlana, said Sadtu would discuss the matter with all concerned organisations this weekend, before making a statement.

The pupils plan to march to DET offices today.

A DET spokesman said the department was not informed of the disrupted classes or the planned march.
Decision pending on schools system

NO DECISION had been made about the establishment of a single education structure, National Education Minister Plet Marais said on Friday.

In response to reports last week that the establishment of a single department of education was imminent, Marais said that no decisions in regard to the future of education have yet been made — but various possibilities were being explored.

There was consensus on the aim for a single non-discriminatory education system, Marais said, but he added that changes in education should go hand in hand with constitutional changes.

Educational changes would relate to questions such as whether to have a centralised or decentralised system of government, and whether regions should have original or delegated authority.

"In the meantime, until we have a completely new constitutional dispensation, we should start working towards creating a new educational system," he said.

Marais said changes that could be brought about independently of the political process should also be at least considered and discussed with all players.

Marais also denied claims made by DP and ANC sources that the Model C system would disappear once a single education structure was in place.

"In a new education dispensation, state-aided ordinary schools (Model C schools) could form the core of a community-oriented education system. One of the main advantages of state-aided ordinary schools is embedded in the fact that they contribute to an increased level of community participation," he said.

He added that the wide acceptance of the Model C system by parents and teachers as well as the smooth implementation of the system showed that it had been a success, and that it gave important pointers to the future.

Research conducted at the end of last year which revealed that only 7.2% of all parents had not paid school fees and that 94.2% of all parents evaluated the system as "satisfactory to reasonably satisfactory" showed that Model C was here to stay, he said.

Meanwhile, Transvaal Education Department (TED) executive director Ken Paine said at the weekend that three schools in Johannesburg’s northern suburbs had been re-established as Model D schools this term.

TED spokesman Willie van Staden said the three former Model C schools — Northview High, Barnato Park High and Bramley Primary — had closed at the end of last year because of dwindling pupil numbers.

The schools will now be reopened as Model D schools, which means they will be non-racial and fully funded by the state.

He said preference would be given to pupils who resided in the natural feeder areas of these schools.

Northview High and Barnato Park High are the first secondary schools in the Transvaal to adopt Model D status.

Van Staden added that 18 Transvaal schools had closed their doors at the end of last year as a result of declining pupil numbers.
Cape schools defy fully-funded trend

JOHN VIJOEN  
Education Reporter

SOME cash-strapped schools elsewhere in the country have given up Model C status in a bid for survival — but the trend in the Cape seems to be the opposite.

Cape Education Department (CED) spokesman Dr Orland Firman said yesterday that no Cape Model C schools had applied to change back to fully-funded state schools.

He said more schools were turning to the Model C option.

Dr Firman was reacting to reports that certain struggling Johannesburg schools had dropped their Model C status in favour of Model D to stay open.

In terms of Model D a marginal school controlled by one of the white education departments effectively becomes a black school.

Model C schools have to have a majority of white pupils, but through negotiation such a school can become a Model D school with no racial restrictions.

The school continues to be run and staffed by the white department and fees are not compulsory.

There are no Model D schools in the Cape.

"To date no Cape Model C school has requested a change in its status," said Dr Firman.

Since May 1 last year, when Model C was introduced in Cape schools, eight more CED schools had applied for Model C status and a ninth would be changing in April, he said.
Model C: Racial mix increases

Staff Reporters

CONTROVERSIAL Model C schools re-open on Tuesday and despite schools being forced to increase their fees, many report having become more racially integrated this year.

South African College Schools headmaster Mr. Gordon Law said yesterday that there had been an "appreciable increase" in the number of Std 1 pupils admitted from other race groups this year.

Fees would be increased by 15% during the course of the year.

Gardens Commercial High School, where fees are to be increased by about 10%, principal Mr. John Wagheroff said yesterday there had been a "definite increase" in the number of pupils admitted from different race groups and the situation was now approaching racial parity.

Westerford Boys High School deputy principal Mr. James Bisset said there had been more applications from pupils from other race groups this year and the school was slowly becoming more integrated.

A white Brackenfell family have chosen to send their two sons to a coloured high school, Kasselsvlei Senior Secondary School, where annual fees only total R75 as opposed to nearly R2 000 at alternative local Model C schools.

Kasselsvlei principal Mr. Franklin Engelbrecht was happy to admit the two white pupils.
New teachers hunt for jobs

By BENSON NTLEMO

THE Gazankulu Department of Education has failed to create new posts for hundreds of newly qualified teachers from three colleges of education.

Hundreds of new teachers have found themselves stranded, frantically looking for schools where they could push out unqualified teachers and take up posts.

Angry teachers told City Press this week they had contacted the circuit offices in Giyani and were told that even if they could locate themselves in some of the schools, they would not be paid until April.

Those who had not got posts said they were told that the government would create new posts in April.

Director-general for education in Gazankulu, SDC Vukela, confirmed no new posts were created for the newly qualified teachers.

Vukela attributed his department’s failure to under-funding and said he hoped new posts would be created by April.
Parents set for lessons about management

Education Reporter

AS Model C schools begin the first full year under the system, efforts are being made to inform and advise governing bodies on effective financial management.

The Cape Provincial Parents’ Association has announced the first initiative.

Chairman Mrs Naomi Peagam said the association had had several inquiries and requests for help or guidance from governing bodies.

Most inquiries revolved around budgeting, recovering unpaid compulsory fees, financing additional teachers and the implications of tax and VAT on Model C.

The association had arranged a seminar at which hired consultants would brief governing bodies on tax, accounting, financial and legal matters.

The seminar would be at 2 pm on January 29 in Zoology Lecture Theatre 2, University Avenue, Upper Campus, at the University of Cape Town.

It would be repeated at 8.30 am on January 30 in the extra-mural department, University of Stellenbosch Bellville campus, 4 Mike Pienaar Drive.

Attendance would cost R75 and was limited to three representatives from each school. Contact Mrs Peagam at 068 8675.

Former heads of state for city think-tank on Africa

TOS WENTZEL Political Staff

THE future of Africa and how the suffering continent can be brought back into the international mainstream will be the theme when prominent former heads of state or government meet in Cape Town on Thursday.

The elder statesmen are a core group of the influential InterAction Group, an independent international organisation founded in 1983 to mobilise the experience and contacts of a group of statesmen who have held high office.

They will consider ways in which Africa can again become a positive centre of world attention. The implications of South Africa’s full integration into the rest of the continent will also be considered.

South Africans who will sit in on the discussions are former Minister of Finance Mr Barend du Plessis, executive director of Idasa Dr Alex Boraine and Soweto community leader Dr Nthato Motlana.

Among the prominent South Africans the group will meet are President De Klerk, ANC members Mr Thabo Mbeki and Walter Sisulu, the IFP’s Chief Mangosuthu Buthelezi and the DP’s Mr Colin Eglin.

The meeting, in the National Gallery in the public gardens until Saturday, will be chaired by former British Prime Minister Lord Callaghan.

The terms of reference of the high-level group state that the world is in present undergoing a series of political, strategic, economic, social and philosophical transformations.

These will shape the structure of international relations and the prospects of achieving peace, development, democracy and human security.

In his paper, Mr Callaghan will look at the place of Africa in the new thinking on international politics and economics.

“South Africa has the potential to play a leading role as a responsible member of the international community by virtue of its strategic location and its developmental achievements,” Mr Callaghan said.

He explained that despite significant progress, South Africa faced “crucial challenges” in the areas of poverty, unemployment, health care, education and social services.

This would be compounded by rapidly growing populations and a need to maintain stability and democratic institutions at all levels.

“South Africa’s development will be determined by its ability to overcome the economic and social challenges facing the continent today,” Mr Callaghan said.

Mr Callaghan also talked of the importance of economic reform and the need for South Africa to be a global player in the world.”

Among those who will attend are former President Kenneth Kaunda of Zambia, former head of the Nigerian military government General Olusegun Obasanjo, former Portuguese prime minister Mr Maria de Lourdes Pintasillo, former Zambian prime minister Mr Daniel Lungu, former Angolan prime minister Mr Lopo do Nascimento and former Egyptian prime minister Mr Mustapha K.
Appeal to the community for donations

By Joe Mhlela

A

large number of companies and individuals have already made cash contributions, the survival of Ikemeleng Remedial Education Centre will depend on the donations made by the community.

By the time you read this article, the hat will be out begging for at least R500 000 which will make the construction of new premises in Melrose, south of Johannesburg, possible.

The acquisition of funds will make it possible for children with learning disabilities to get attention.

The minimum donation the centre is asking from the community is R1 a person.

Education officer of the centre, Mrs Carol Tshoaedi, this week made an appeal to the community to donate generously to the project.

To make sure that every parent has a say about the wellbeing of their children, the centre has called a meeting on January 23.

"During this meeting we expect parents to brainstorm us with ideas on how to raise funds," said Tshoaedi.

"Dig deeper"

She urged the corporate world to "dig deeper into their pockets" for donations.

"We are not asking for too much from the community of Soweto and other adjacent areas. What we are asking for is small if one considers that the donations will go a long way in enriching our community as a result of the knowledge and skills their children will acquire.

We alone know what is good for our society, and can therefore pull ourselves up by our own bootstraps to achieve what we have to achieve," she said.

She is asking businessmen to contribute at least R100 each.

Extra cash

"We cannot dictate to the business world how they should spend their money but we think contributing to this project will alleviate the plight of children with learning disabilities," said Tshoaedi.

The extra cash would ensure that language laboratories, audio-perception equipment and other facilities to help overcome defects experienced by children are installed.

"I am confident the black community will help us raise the required R100 000 to build a centre to benefit children with learning deficits," she said.

Tshoaedi said the centre would house 125 pupils but did not know what to do with a waiting list of 103 children who have acute learning disabilities.

"By having our centre we hope to phase out the waiting list," she said.

"We will have a backlog of children on the waiting list, the higher the level of illiteracy will increase among the black community.

We are not asking for too much from the community of Soweto and other adjacent areas. What we are asking for is small if one considers that the donations will go a long way in enriching our community as a result of the knowledge and skills their children will acquire.

We alone know what is good for our society, and can therefore pull ourselves up by our own bootstraps to achieve what we have to achieve.

The name of the project is to help alleviate the problem of illiteracy," Tshoaedi said.

The Ikemeleng Remedial Education Centre was adopted by Soweto in 1989.

"We have outgrown the premises we are renting at the Baptist Church. Besides, we need to provide our own premises if the centre is to grow to its full potential," Tshoaedi said.

"We have received donations they had received from various sources that had dried up.

We have to replace the roof of the buildings we have hacked on this project.

The Department of Training and Education did not subsidise the wage bill," she said.

A big slice of their income went to running costs, the payment of teachers' salaries and other costs.

"We believe that once we acquire our own premises we will be more efficient with the resources we have, and will generate funds from the projects we have to implement," she said.

"We are hoping the project will enable us to raise substantial funds to make the centre realise some of the objectives we have set out to achieve.

We will be asking sporting organisations to participate in our mini-Olympic games to cater for various sporting codes.

We are hoping the project will enable us to raise substantial funds to make the centre realise some of the objectives we have set out to achieve."
Schools reopen, but four black children still wait

PAT CANDIDO
The Argus Bureau

PORT ELIZABETH.—Cape schools have reopened for all except four children— who have been refused admission to Jeffreys Bay Primary School because they are black.

Two girls, Pheliswa Mayekiso, 8, and Raelyn Stilwane, 3, stood forlornly outside the school as their friends entered the classrooms.

The problem arose when Jeffreys Bay Christian School, which admitted all races, closed last year.

Its white pupils were accepted by parallel-medium Jeffreys Bay Primary, but for the two girls and two boys, Nathan Pillay, 10, and his brother Gavin, 9, things were different.

The Pillay boys went to school in the United States for two years, speak English with an American accent and hardly any Afrikaans.

Their father, Pastor Hendrik Pillay of the Hankey Congregational Church, who studied at Yale University, feels the boys are too young to go to boarding school.

The Rev Graham Stilwane of the United Congregational Church said one of his sons was at boarding school, the other battling at an Afrikaans coloured school and he was not going to do the same to his daughter.

"Recently a man was prosecuted for not sending his child to school. I wish they would prosecute me. I can't send my child to school because there is nowhere she can go because she speaks English."

Pheliswa, daughter of Mrs Ruth Mayekiso, who works for Jeffreys Bay pharmacist Mrs Kim Meyer and her husband Mike, was also refused admission. The Meyers are a deeply religious family and Pheliswa has been brought up like a daughter.

"Her friends are all at the school. She is a very bright little girl. How can I ever send my daughter to this school if the girl she has known as a sister can't attend?" asked Mrs Meyer.

Pastor Dave Webster of the Jeffreys Bay Wavecrest Christian Fellowship said the refusal to admit the children was unfair because they had the necessary qualifications.

Parents canvassed at the school said they had no objections to the admission of the children.

One parent said she believed parents would be sent a form — "virtually a referendum" — to sign.

Principal Mr Goff Slabbert said a decision would be made on Friday and referred questions to Mr Rene Zietsman, chairman of the management committee.

Mr Zietsman said: "This is a closed school. That is what the parents decided."

Asked about the referendum, he said he knew nothing about it. Asked how parents would be canvassed if a decision was to be made by Friday, he refused to answer.

"A decision will be made on Friday. That is all I am prepared to say," he said.
DURBAN. — South Africa should have a single education department within a year as the government finds itself "cornered" over the formation of Model D schools, DP spokesman on education Mr Roger Burrows has said.

Five schools in Natal have opted for Model D which, unlike Model B, does not limit the percentage of black children to 40% — with the result that entirely-black schools have developed under white education departments.

This meant some black schools now fell under two different funding structures — provincial white education departments and the Department of Education and Training. Mr Burrows said.

However, federal council chairman Mr Allan Powell said Model C schools, "correctly named state-subsidised schools", should be given a chance to prove their viability.
Ecole adds continental touch to Hope Street

JOHN VILJOEN, Education Reporter

A TOUCH of continental flair came to Hope Street in Gardens when the French School began classes in its new home.

A year-long search for new accommodation when the school outgrew its premises it rented from Sy-Cyprian's in Oranjezicht ended when the French School Trust, aided by a large subsidy from the French Government, bought the building at 102 Hope Street.

l'Ecole du Cap is part of a worldwide network of French schools, some of which have thousands of pupils.

The schools are managed from France and supported by the French Government.

Mrs Susan de Moyencourt, Cape Town French School Board chairman, praised the efforts of French Ambassador, Mrs Joëlle Bourgois, who played a major role in obtaining new premises when enrolment grew to 84 pupils.

French deputy Foreign Minister Mr Georges Kiejman also took a personal interest in the school's plight after a visit to Cape Town in November.

Pupils aged from 2½ to 17 are the children of diplomats from various French-speaking countries, expatriates and parents in South Africa on contract.

A French Embassy spokesman said l'Ecole du Cap was extremely important to his government.

French could be termed an African language as it was spoken by more than 100 million people on the continent, he said.

French schools worldwide are standardised and the one in Hope Street operates as if it were in France.

The academic time-table follows French term times — the year begins in September and pupils have a two month break during the European summer.

The French curriculum is followed and a child in Cape Town effectively turns the same page on the same day as a pupil in Paris — or Johannesburg, where there is also a school.
AGRICULTURAL PRODUCT STANDARDS ACT, 1990
(Act No. 119 of 1990)

REGULATIONS RELATING TO THE GRADING, PACKING AND MARKING OF CITRUS FRUIT INTENDED FOR SALE IN THE REPUBLIC OF SOUTH AFRICA

The Executive Officer: Agricultural Product Standards intends to request the Minister of Agriculture to approve new regulations regarding control over the sale of citrus fruit in substitution of the existing regulations.

Draft regulations are available for inspection and copies can be obtained from the Executive Officer: Agricultural Product Standards, Private Bag X258, Pretoria, 0001, Telephone (012) 206-3258, Fax (012) 206-3267.

Interested parties who wish to comment on the new regulations are invited to forward their comments in writing to the above address by not later than 19 February 1993.

D. P. KEETCH,
Executive Officer: Agricultural Product Standards.

DEPARTMENT OF EDUCATION AND TRAINING

No. R. 77
22 January 1993

EDUCATION AND TRAINING ACT, 1979
(Act No. 90 of 1979)

REGULATIONS REGARDING STATE-AIDED SPECIAL SCHOOLS

The Minister of Education and Training has, under section 44 of the Education and Training Act, 1979 (Act No. 90 of 1979), made the regulations in the Schedule.

SCHEDULE

Definitions

1. In these regulations any word or expression to which a meaning has been assigned in the Act, shall have the meaning so assigned, and unless the context otherwise indicates—

“auditor” means an accountant and auditor registered in terms of the Public Accountants’ and Auditors’ Act, 1951 (Act No. 51 of 1951);

“authorised officer” means an officer of the Department responsible for the administrative and professional guidance of a school;

“calendar year” means the period extending from the first day of January until the last day of the following December (both days inclusive);

“council” means the governing body of a school, constituted in terms of regulation 2;

“council fund” means the fund referred to in regulation 17;

“expulsion” means the permanent prohibition of a pupil from attending a school;

DEPARTEMENT VAN ONDERWYS EN OPLEIDING

No. R. 77
22 Januarie 1993

WET OP ONDERWYS EN OPLEIDING, 1979
(Wet No. 90 van 1979)

REGULASIES BETREFFENDE STAATSONDERSTEUNDE SPEISIALE SKOLE

Die Minister van Onderwys en Opleiding het kragtens artikel 44 van die Wet op Onderwys en Opleiding, 1979 (Wet No. 90 van 1979), die regulasies in die Bylae uitgevaardig.

BYLAE

Woordomskrywing

1. In hierdie regulasies het ‘n woord of uitdrukking waaraan in die Wet ‘n betekenis geheg word, die betekenis aldus daarop geheg en, tensy uit die samehang anders blyk, beteken—

“die Wet” die Wet op Onderwys en Opleiding, 1979 (Wet No. 90 van 1979);

“eienaars”, met betrekking tot ‘n skool, die persoon of liggaam van persone aan wie die betrokke skool behoort;

“gemagtigde beampte” ‘n beampte van die Departement wat vir die administrasie en vakkundige leiding van ‘n skool verantwoordelik is;

“kalenderjaar” die tydperk wat strek van die eerste dag van Januarie tot die laatste dag van die eersvolgende Desember (albei dae inbegrepe);

“ouder” ‘n rekenmeester en ouditeur ingevolge die Wet op Openbare Rekenmeesters en Ou’diteurs, 1951 (Wet No. 51 van 1951), geregistreer;
"owner", in relation to a school, means the person or body of persons to whom the school belongs;

"principal" includes the acting head of a school;

"school", for the purposes of these regulations, means a State-aided special school registered in terms of section 8 of the Act;

"school day" means anyone of the days in a calendar year on which tuition shall be given to the registered pupils of a school;

"school year" means the period extending from the first school day in any calendar year up to and including the last school day in such calendar year;

"subsidy" includes a grant-in-aid or a loan allocated in terms of section 9 of the Act;

"suspension" means the temporary prohibition of a pupil from attending a school;

"the Act" means the Education and Training Act, 1979 (Act No. 90 of 1979); and

"treasurer" means the principal of the school.

COUNCIL

Constitution

2. (1) The Council of a school shall consist of—

(a) the owner or his representative: Provided that where the owner consists of a body of persons, it shall nominate one representative;

(b) six members nominated by the owner; and

(c) five members nominated by the Minister.

(2) A person who holds an appointment at the school concerned shall not be eligible for nomination as a member of the council of such school.

(3) A vacancy on the council or a shortage in the council’s membership shall not—

(a) affect the validity of the council’s constitution or its continued existence;

(b) subject to the provisions of these regulations relating to a quorum, affect anything done by the council.

(4) A council shall be deemed to be duly constituted as soon as a chairman and vice-chairman have been elected in terms of regulation 3 (1).

Chairman and vice-chairman

3. (1) At the first meeting following the constitution of a council, the members of such council shall, under the chairmanship of the authorised officer, elect a chairman and a vice-chairman from their number for a term of office of three years.

(2) If the chairman is absent from a meeting, the vice-chairman shall act as chairman and if both the chairman and the vice-chairman are absent from the meeting at the same time, the council shall elect a person from its own number to preside at the meeting, and for the duration of that meeting the member so elected shall have all the powers of the chairman.

(3) Should a chairman or a vice-chairman vacate his office, another chairman or vice-chairman shall be elected in accordance with the provisions of subregulation (1).

prinsipaal" ook die waarnemende hoof van die skool;

"raad" die bestuursliggaam van ‘n skool kragtens regulasie 2 saamgestel;

"raadsfonds" die fonds in regulasie 17 bedoel;

"skool", by die toepassing van hierdie regulasies in Staatsondersteunde spesiale skool ingevolge artikel 8 van die Wet geregistreer;

"skooldag" enige van die dae in ‘n kalenderjaar waarop daar onderrig aan die ingeskrene leerlinge van ‘n skool gegee moet word;

"skooljaar" die tydperk wat strek van die eerste skooldag in enige kalenderjaar tot en met die laaste skooldag in sodanige kalenderjaar;

"skorsing" die tydelike verbod op ‘n leerling om ‘n skool by te woon;

"subsidie" ook ‘n hulpstoele of ‘n lening ingevolge artikel 9 van die Wet toegeskon;

"tesourier" die prinsipaal van die skool; en

"uitsetting" die permanente verbod op ‘n leerling om ‘n skool by te woon.

RAAD

Samestelling

2. (1) Die raad van ‘n skool bestaan uit—

(a) die eienaars of sy verteenwoordiger: Met dien verstande dat waar die eienaars uit ‘n liggaam van persone bestaan, hy ‘n verteenwoordiger moet aanwys;

(b) ses lede benoem deur die eienaars; en

(c) vyf lede benoem deur die Minister.

(2) Iemand wat ‘n betrekking aan die betrokke skool beklee, word nie as lid van die raad van sodanige skool benoem nie.

(3) Geen vakature in die raad of tekort in die ledaal van die raad—

(a) raak die geldigheid van die samestelling van die raad of sy voortgesette bestaan nie;

(b) raak, behoudens die bepaling van hierdie regulasies in verband met ‘n kworum, enigiets deur die raad gedoen nie.

(4) ‘n Raad word geag behoorlik gekonstitueer te wees sodra ‘n voorzitter en visevoorzitter ingevolge regulasie 3 (1) gekies is.

Voorzitter en visevoorzitter

3. (1) Op die eerste vergadering na die samestelling van ‘n raad kies die lede van sodanige raad onder voorversierskap van die gemagteke beoogde uit die geledere ‘n voorzitter en ‘n visevoorzitter vir ‘n ampersemy van drie jaar.

(2) Indien die voorzitter van ‘n vergadering afwesig is, neem die visevoorzitter as voorzitter waar en indien die voorzitter en die visevoorzitter tegelykertyd van die vergadering afwesig is, kies die raad iemand uit die geledere om op die vergadering voor te sit, en die aldus gekose lid het die vir die duur van daardie vergadering al die bevoegdhede van die voorzitter.

(3) Indien ‘n voorzitter of ‘n visevoorzitter sy ampt ontruim, word ‘n ander voorzitter of visevoorzitter ooreenkomsig die bepaling van subregulase (1) gekies.
4. (1) The principal of a school shall *ex officio* be the secretary of the council.

(2) If the principal cannot be present at a council meeting, he shall designate a member of the school’s teaching staff to act as secretary of the council for the meeting concerned.

(3) The secretary of the council may designate a member of the school’s teaching staff to assist him at a meeting.

(4) The secretary of a council may participate in the discussions at a council meeting and may offer suggestions, but he shall not have the right to vote.

**Term of office of council members and vacancies**

5. (1) A member of the council, excluding the owner or his representative, shall hold office for a term of three years, unless he tenders his resignation in writing to the secretary of the council prior to the expiry of his term of office or vacates his office for another reason: Provided that the Minister may extend the term of office of the members of a council for a period determined by him, but not for longer than one year.

(2) On establishing a new school or where a council constituted in terms of these regulations is established for an existing school for the first time, the Minister shall fix the date on which the term of office of the members shall commence and thereafter the term of office of succeeding members shall commence in accordance with the provisions of subregulation (3).

(3) (a) Not later than six months prior to the expiry of the term of office of the members of the council the council shall, through its secretary, give notice to the owner or his or its representative, as the case may be, and to the Minister, of such expiry and shall request the said persons to make, within a period of three months, the nominations referred to in regulation 2 (1) (b) and (c) with a view to the constitution of a succeeding council.

(b) The term of office of persons so nominated shall commence on the day immediately following the day on which the term of office of the outgoing members expires: Provided that if the expiry of the term of office of members of the council falls at the end of a school year or calendar year, the outgoing executive committee shall remain functioning until the new council is constituted.

(4) A vacancy in the council arising from the demise of or the vacation of his office by a member, or from the termination of a member’s term of office in terms of subregulation (5), shall be filled in accordance with the provisions of regulation 2 for the unexpired part of that member’s term of office.

(5) A council member, excluding the owner, shall vacate his office if—

(a) he is found guilty of an offence and—

(i) is sentenced to imprisonment without the option of a fine; or

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**Sekretaris van die raad**

4. (1) Die prinipsaal van 'n skool is *ex officio* die sekretaris van die raad.

(2) Indien die prinipsaal nie op 'n vergadering van die raad teenwoordig kan wees nie, wys die prinipsaal 'n lid van die onderwyspersoneel van die skool aan om vir die betrokke vergadering as sekretaris van die raad op te tree.

(3) Die sekretaris van 'n raad kan 'n lid van die skool se onderwyspersoneel aanwy om hom by 'n vergadering by te staan.

(4) Die sekretaris van 'n raad kan aan die besprekings op 'n vergadering van die raad deelneem en aanbevelings aan die raad doen, maar het nie die reg om te stem nie.

**Ampsternyn van lede van 'n raad en vakatures**

5. (1) 'n Lid van die raad, behalwe die eienaars of sy verteenwoordiger, beklee sy amp vir 'n termyn van drie jaar, tensy hy voor die verstryking van die termyn sy bedanking skriflik by die sekretaris van die raad indien of sy amp om 'n ander rede ontroof: Met dien verstande dat die Minister die ampsternyn van die lede van 'n raad vir 'n tydperk wat hy bepaal, maar nie vir 'n tydperk langer as een jaar nie, kan verleng.

(2) By die stigting van 'n nuwe skool of waar 'n raad wat ingevolge hierdie regulasies saamgestel is vir die eerste maal vir 'n bestaande skool ingestel word, bepaal die Minister die datum waarop die ampsternyn van die lede van 'n aanvang neem en daarna neem die ampsternyn van opvolgende lede 'n aanvang ooreenkomsdig die bepalings van subregulasi 3.

(3) (a) Nie later nie as ses maande voor die verstryking van die ampsternyn van die lede van die raad gee die raad deur sy sekretaris kennis aan die eienaars of sy verteenwoordiger, na gelang van die geval, en aan die Minister, van sodanige verstryking en versoek hy genoemde persone om binne 'n tydperk van drie maande die benoemings in regulasie 2 (1) (b) en (c) bedoe, te maak met die oog op die samestelling van 'n opvolgende raad.

(b) Die ampsternyn van persone wêreldwyd benoem neem 'n aanvang op die dag wat onmiddellik volg op die dag waarop die ampsternyn van die uittredende lede verstryk: Met dien verstande dat die verstryking van die ampsternyn van lede van die raad aan die einde van 'n skooljaar of kalenderjaar val, die uittredende dagbestuur bly funksioneer totdat die nuwe raad gekonstitueer is.

(4) 'n Vakature in die raad wat ontstaan deur die dood van of die ontruiming van sy amp deur 'n lid of deur die beëindiging van die ampsternyn van 'n lid kragtens subregulasi 5, word ooreenkomsdig die bepalings van regulasie 2 vir die onverstrekte gedeelte van die ampsternyn van daardie lid gevul.

(5) 'n Lid van die raad, behalwe die eienaars, ontruim sy amp indien—

(a) hy aan 'n misdryf skULDIG bevind en—

(i) gevonnis word tot gevangenisstraf sonder die keël van 'n boete; of
(ii) is fined and the nature of the offence was, in the Minister's opinion, such that his continued membership of the council is undesirable; 

(b) he is absent from two consecutive meetings without a reason acceptable to the council; 

(c) he takes up a post at the school of whose council he is a member; 

(d) in the Minister's opinion, he is guilty of improper conduct; 

(e) in the Minister's opinion, he does not or did not perform his duties properly as member of the council; 

(f) his estate is sequestrated; or 

(g) he becomes a patient or a State patient as defined in section 1 of the Mental Health Act, 1973 (Act No. 18 of 1973). 

(6) A person whose term of office as a council member has expired, may be nominated again. 

**Executive committee of a council** 

6. (1) The executive committee of a council shall be designated by such council and shall consist of the chairman and at least two other members, at least one of whom shall be a member referred to in regulation 2 (1) (c). 

(2) A council may delegate to its executive committee any of the council's powers or functions: Provided that the council shall not be divested of a power or function which it has entrusted to its executive committee, and that a resolution of the executive committee may be amended or set aside by the council at its first meeting after the resolution in question was taken, providing such an amendment or setting aside is still legally possible. 

(3) The quorum for an executive committee shall be three members, at least one of whom shall be a member referred to in regulation 2 (1) (c). 

(4) In the case of an equality of votes at a meeting of an executive committee the chairman shall have a casting vote. 

(5) The secretary of the council shall also be the secretary of the executive committee. 

(6) Minutes shall be kept of every meeting of the executive committee and such minutes shall be submitted to the council for confirmation at the first ensuing meeting of the council. 

**Council meetings** 

7. (1) A council or its executive shall meet at least four times in each calendar year: Provided that at least two such meetings shall be plenary council meetings. 

(2) Notice of a meeting shall state explicitly the day, date, time and venue of the meeting and shall be accompanied by an agenda. 

(3) Notice in writing of an ordinary meeting shall, on the authority of the chairman, be posted by the secretary to the members or handed to them personally, so as to be in their possession at least 14 days prior to the fixed date. 

(ii) 'n boete opgele word en die misdryf na die oordeel van die Minister van so 'n aard is dat sy voortgesette lidmaatskap onwenslik is; 

(b) hy sonder 'n rede wat die raad aanvaarbaar vind, van twee tegereenvolgende vergaderings afweesig is; 

(c) hy 'n betrekking aan die skool van die raad waarvan hy 'n lid is, aanvaar; 

(d) hy hom na die oordeel van die Minister aan onbehoorlike gedrag skuldig gemaak het; 

(e) hy/sy pligte as lid van die raad na die oordeel van die Minister nie na behoefte uitvoer of uitgevoer het nie; 

(f) sy boedel gesekwestreer word; of 

(g) hy 'n pasiënt of 'n Staatspasiënt soos omskryf in artikel 1 van die Wet Op Geestegesondheid, 1973 (Wet No. 18 van 1973), word. 

(6) Iemand wie se amptermyn as lid van 'n raad verstrekk het, kan weer benoem word. 

**Dagbestuur van 'n raad** 

6. (1) Die dagbestuur van 'n raad word deur sodanie raad aangewys en bestaan uit die voorstitter en minstens twee ander lede, van wie minstens een 'n lid in regulasie 2 (1) (c) bedoel, moet wees. 

(2) 'n Raad kan aan sy dagbestuur enige van die raad se bevoegdhede of werkzaamhede opdrag: Met dien verstande dat die raad nie ontgoed is van 'n bevoegdheid of werkzaamheid wat hy aan sy dagbestuur opgedra het nie, en dat 'n besluit van die dagbestuur deur die raad by sy eerste vergadering na die neem van die betrokke besluit, gewysig of tersydig gestel kan word, mits sodanie wysiging of tersydesteling nog regtens moontlik is. 

(3) Die kworum van 'n dagbestuur is drie lede, van wie ten minste een lid 'n lid bedoel in regulasie 2 (1) (c) moet wees. 

(4) In die geval van 'n staking van stemme op 'n vergadering van 'n dagbestuur het die voorstitter 'n beslissende stem. 

(5) Die sekretaris van die raad is ook die sekretaris van die dagbestuur. 

(6) Notule moet van elke vergadering van die dagbestuur gehou word en sodanime notule moet op die eersvolgende vergadering van die raad vir bekraging aan die raad voorgelo word. 

**Vergaderings van 'n raad** 

7. (1) 'n Raad of sy dagbestuur vergader minstens vier keer elke kalenderjaar: Met dien verstande dat minstens twee van sodanime vergaderings volle raadsvergaderings moet wees. 

(2) 'n Kennisgewing van 'n vergadering moet die dag, datum, tyd en plek van die vergadering uitdruklik vermeld en vergesel gaan van 'n sakelys. 

(3) 'n Kennisgewing van 'n gewone vergadering moet skryflik op gesag van die voorstitter deur die sekretaris aan die lede gepos of persoonlik aan hulle oorhandig word sodat dit minstens 14 dae voor die bepaalde datum in hulle besit is.
(4) Subject to the provisions of regulation 9, the non-receipt of a notice referred to in subregulation (3) and the consequent absence of a member shall not be prejudicial to the validity of the proceedings at a meeting of the council.

(5) The chairman may at any time convene an extraordinary meeting should circumstances, in his opinion, necessitate such a meeting: Provided that such meeting shall be convened at the written request of at least two members of the council.

(6) The chairman shall convene a meeting of the council or the executive if the Director-General requests him to do so.

(7) The secretary shall, at least three weeks prior to the date of every ordinary meeting of the council, send a copy of the agenda to the Director-General, except in the case of an urgent executive committee meeting, in which case it may be furnished together with the minutes.

Minutes

8. (1) The secretary of a council shall keep minutes of the proceedings of every council meeting in a book or file which is used exclusively for this purpose and which the said secretary shall keep in a safe place.

(2) The secretary of the council shall, in the minutes of every meeting, enter the names of the members who are present, as well as the names of those who are absent with or without apology.

(3) The first act of an ordinary meeting after it has been constituted shall be the approval of the minutes of the last previous ordinary meeting and of any extraordinary meeting and any meeting of the executive committee held after that, and the confirmation thereof by the signature of the chairman: Provided that objections to the minutes shall be raised and dealt with before confirmation of the minutes.

(4) Only a member of the council, the owner (if not himself/atself a member) or a person duly authorised thereto in writing by the Director-General shall have the right to peruse the minutes of any meeting.

(5) Within seven days after every ordinary or extraordinary meeting, the secretary shall submit two copies of the minutes of such meeting to the chairman of the council, who shall, within two weeks from such submission, forward one copy to the Director-General.

Quorum

9. (1) A mere majority of the number of members of a council shall constitute a quorum at a meeting: Provided that at least two of the members who are present shall be members referred to in regulation 2 (1) (c).

(2) If a quorum is not present at an ordinary meeting which has been properly convened, such meeting shall be postponed for at least eight but not more than 12 days (including the day on which the meeting would have been held), and on the date so determined, the meeting, which shall be convened in accordance with subregulation (3), shall deal with the agenda, irrespective of whether or not a quorum is present at such meeting.

(4) Behoudens die bepalings van regulasie 9 doen die nie-ontvans van 'n kennisgewing bedoel in subregulase (3) en die gevolglike afwesigheid van 'n lid nie afbreuk aan die geldigheid van die verringtinge op 'n vergadering van die raad nie.

(5) Die voorsitter kan te eniger tyd 'n buitengewone vergadering belê indien omstandighede so 'n vergadering volgens sy oordeel noodsaaklik maak: Met dien verstande dat sodanige vergadering belê moet word op skriflike versoek van minstens twee lede van die raad.

(6) Die voorsitter moet 'n vergadering van die raad of van die dagbestuur belê indien die Direkteur-gene- raal hom versoek om dit te doen.

(7) Minstens drie weke voor die vergaderdatum van elke gewone vergadering van die raad stuur die sekretaris 'n afskrif van die sakelys aan die Direkteur-generaal, behalwe in die geval van 'n dringende dagbestuursvergadering, in welke geval dit saam met die notule verstrek kan word.

Notulie

8. (1) Die sekretaris van 'n raad hou notule van die verringtinge van elke vergadering van die raad in 'n boek of lêer wat slegs vir dié doel gebruik word en wat bedoelde sekretaris in veilige bewaring moet hou.

(2) Die sekretaris van die raad moet in die notule van elke vergadering die name van die lede wat teenwoordig is, asook die name van diegene wat met of sonder verskoning afwesig is, notuleer.

(3) Die eerste handeling van 'n gewone vergadering, nadat dit gekonstitueer is, is die goedkeuring van die notule van die laaste voorafgaande gewone vergadering en van enige buitengewone vergadering en enige vergadering van die dagbestuur wat daarna gehou is, en die bekrachtiging daarvan deur die handtekening van die voorsitter: Met dien verstande dat beseware teen die notule voor die bekrachtiging daarvan geopper en afgehandel moet word.

(4) Slegs 'n lid van die raad, die eienaars (as hy nie self lid is nie) of iemand wat behoorlik skriflik deur die Direkteur-generaal daartoe geneem is, het insa in die notule van 'n vergadering.

(5) Die sekretaris van die raad moet binne sewe dae na afloop van elke gewone of buitengewone vergadering twee afskriek van die notule van sodanige vergadering voorlí aan die voorsitter van die raad, wat binne twee weke vanaf sodanige voorlegging een afskrif aan die Direkteur-generaal moet stuur.

Kworum

9. (1) 'n Blote meerderheid van die getal lede van 'n raad maak 'n kworum op 'n vergadering uit: Met dien verstande dat minstens twee teenwoordige lede lede in regulasie 2 (1) (c) bedoel, moet wees.

(2) Indien daar by 'n gewone vergadering wat behoorlik belê is, nie 'n kworum teenwoordig is nie, word sodanige vergadering vir minstens acht maar hoogstens twaalf dae (met inbegrip van die dag waarop die vergadering sou plaasvind) uitgestel, en op die daad gebaarde datum handel die vergadering, wat ooreenkomsstig subregulase (3) belê moet word, die sakelys af, ongeag of daar by sodanige vergadering 'n kworum teenwoordig is of nie.
(3) The notice whereby the meeting referred to in subregulation (2) is postponed, shall—

(a) state explicitly the day, date, time and venue of the meeting;

(b) be accompanied by an agenda; and

(c) be in writing and on the authority of the chairman be posted by the secretary to the members or handed to them personally, so as to be in their possession at least seven days prior to the fixed date.

Attendance of meetings by non-members and departure from meeting by principal

10. (1) Subject to the provisions of these regulations, every council meeting shall be a closed meeting and no person who is not a member of the council shall be allowed to attend them.

(2) The council may decide that the principal shall leave the meeting temporarily when a matter concerning his person is discussed and that the minutes be kept during such period by a member designated by the council.

(3) A council may require the presence of any staff member of the school at any of its meetings in connection with any matter which falls within the prescribed powers and duties of the council and such staff member shall, when requested to do so, attend such meeting for such period as the council may determine.

(4) Should the council deem it necessary, any other person who, in the opinion of the council, may be able to provide information on any matter falling within the powers and duties of the council, may attend a council meeting for such a period as may be determined by the council.

(5) Any officer of the Department, authorised thereto by the Director-General, shall have the right to attend any meeting of the council in an advisory capacity or as an observer.

Procedure at meetings

11. (1) At a meeting the council shall deal with matters of which prior notice has been given in terms of regulation 7 (2), and with such matters as may be raised by a member with the approval of the meeting.

(2) All matters serving before a council shall be decided by a majority of the members of the council who are present and who vote.

(3) The chairman and every member shall have one vote when a matter is brought to the vote: Provided that, in the case of an equality of votes, the chairman or the person who acts as chairman in his absence, shall, in addition to his deliberative vote, also have a casting vote.

(4) If the meeting so decides, it shall be recorded how many members voted in favour of or against a motion, and at the request of a member the chairman shall direct that the vote of such member be recorded.

(5) The chairman may rule that voting shall take place by way of ballot.

(3) Die kennisgewing waarby die vergadering in subreguliasie (2) genoem uitgestel word, moet—

(a) die dag, datum, tyd en plek van die vergadering uitdruklik vermeld;

(b) vergesel gaan van 'n sakelys; en

(c) skryflik op gesag van die voorwysdeur die sekretaris aan die lede gesigne of persoonlik aan hulle oorhandig word sodat dit minstens sewe dae voor die bepaalde datum in hulle besit is.

Bywoning van vergaderings deur nie-leeen en verlaying van vergaderings deur prinsipaal

10. (1) Behoudens die bepaalings van hierdie regulasies is elke vergadering van 'n raad geslote en word niemand wat nie 'n lid van die raad is, toegelaat om dit by te woon nie.

(2) Die raad kan besluit dat die prinsipaal die vergadering tydelik moet verlaat wanneer 'n aangeleentheid rakende sy persoon bespreek word en dat die notule vir die tyd gehou word deur 'n lid wat die raad aanwys.

(3) 'n Raad kan die teenwoordigheid van enige personeellid van die skool by enige vergadering van 'n raad vereis in verband met enige saak wat binne die voorgeskry teenwoordigheid en pligte van die raad val en bedoelde personeellid moet, wanneer hy of sy versoek word, sodanige vergadering bywoon vir sodanige tydperk as wat die raad bepaal.

(4) Indien die raad dit nodig ag, kan enige ander persoon wat na die mening van die raad moontlik inligting kan verskaf oor 'n saak wat binne die bevoegdheid en pligte van die raad val, 'n vergadering van die raad bywoon vir sodanige tydperk as wat die raad bepaal.

(5) Enige beampte van die Departement wat deur die Direkteur-generaal daartoe gemagtig is, het die reg om enige vergadering van die raad in 'n raadgewende hoedanigheid of as waarnemer by te woon.

Prosedures op vergaderings

11. (1) Op 'n vergadering behandel die raad sake waarvan daar vooraf ingevolge regulasie 7 (2) kennis gegee is, en sodanige sake as wat 'n lid met die goedkeuring van die vergadering opper.

(2) Alle sake wat voor 'n raad dien, word beslis deur 'n meerderheid van die lede van die raad wat teenwoordig is en stem.

(3) Die voorwysdeur en elke lid beskik oor een stem wanneer 'n saak tot stemming gebring word: Met dien verstande dat, in geval van 'n staking van stemme, die voorwysdeur of die persoon wat by afwesigheid as voorwysdeur opgetree, benewens sy beraadsligende stem ook 'n beslisende stem het.

(4) Indien die vergadering aldaar besluit, word daar genoteer hoeweliedele teen gunstige van of teen 'n mosie gestem het, en op versoek van 'n lid gelas die voorsitter dat die stem van sodanige lid aangeteken word.

(5) Die voorwysdeur kan reël dat daar by wyse van stembriefies gestem word.
Duties and powers of a council

12. (1) A council shall be a juristic person and may exercise any power or perform any function not inconsistent with the Act or these regulations or any other regulations made under the Act: Provided that a council may not without the approval of the Director-General—

(a) let, sell, exchange or otherwise alienate its immovable property or grant to any person any real right therein or servitude thereon;

(b) borrow money.

(2) A council shall be competent or under an obligation, as the case may be, to—

(a) manage the school generally;

(b) promote and protect the interests of the school;

(c) ensure that the buildings, grounds, fencing and other facilities of the school are properly attended to, and to decide on the repair of any damage;

(d) request the Minister’s approval for the appointment, promotion and dismissal of staff of the school;

(e) investigate any written complaint in connection with the school, and if the council deems it necessary, report to the Director-General, in which case the council shall submit the written complaint, together with its recommendation, to the Director-General;

(f) recommend to the Director-General that an inquiry be instituted by him if, in the opinion of the council, a member of the staff of the school—

(i) is in terms of section 26 (2) of the Act, incompetent to perform his duties efficiently; or

(ii) has, on account of continued ill-health or some physical or mental defect, become incapable of teaching satisfactorily;

(g) bring to the attention of the Director-General any matter which, in the opinion of the council, affects the efficiency and welfare of the school;

(h) take steps against staff members and pupils who are guilty of misconduct, in accordance with the provisions of the Act and the regulations made thereunder;

(i) advise the Director-General on any matter relating to the school;

(j) provide the information, reports or advice which the Director-General may require from time to time;

(6) Behoudens die bepaling van hierdie regulasies beslis die voorsitter oor ‘n vraag van orde of procedure: Met dien verstande dat, indien ’n lid teen so ‘n beslis- sing beswaar maak, die vraag sonder bespreking tot stemming gebring word en die beslissing van die vergadering dan afdoende is.

Plichte en bevoegdhede van ’n raad

12. (1) ’n Raad is ’n regpersoon en mag enige bevoegdheid uitoefen of werksaamheid verrig wat nie met die Wet of hierdie regulasies of enige ander regulasies kragtens die Wet uitgevaardig onbestaanbaar is nie: Met dien verstande dat ’n raad nie sonder die Direkteur-generaal se goedkeuring—

(a) sy onroerende goed mag verhuur, verkoop, verruil of op ’n ander wyse vervreem of aan iemand ’n saamlike reg of servituit daarop mag verleen nie;

(b) geld mag leen nie.

(2) ’n Raad is, na gelang van die geval, bevoeg of verplig om—

(a) in die algemene die skool te bestuur;

(b) die belange van die skool te bevorder en te beskerm;

(c) toe te sien dat die geboue, terrein, omheining en ander bybehore van die skool behoorlik versorg word en om oor die herstel van enige skade te besluit;

(d) die Minister se goedkeuring te vra vir die aan- stelling, bevordering en ontslag van personeel van die skool;

(e) ondersoek in te stel na enige skriftelike klagte in verband met die skool en verslag te doen aan die Direkteur-generaal indien die raad dit nodig ag, in welke geval die raad die skriftelike klagte tesame met sy aanbeveling aan die Direkteur-generaal moet voorlê;

(f) by die Direkteur-generaal aan te beveel dat ’n ondersoek deur die Direkteur-generaal ingestel word indien, na die oordeel van die raad, ’n lid van die personeel van die skool—

(i) ingevolge artikel 26 (2) van die Wet onbe- kwam is om sy pligte behoorlik uit te voer; of

(ii) weens voortdurende swak gesondheid of die een of ander liggaamlike of geestelike gebrek onbekwaam geword het om behoorlik onderwys te gee;

(g) ’n saak wat na die oordeel van die raad op die doeltreffendheid en welsyn van die skool betrekking het, onder die aandag van die Direkteur-generaal te bring;

(h) ooreenkomstig die bepaling van die Wet en die regulasies daarkragtens uitgevaardig, op te tree teen personeel of leerlinge wat hulle aan wangedrag skuldig maak;

(i) die Direkteur-generaal van advies te dien aan- gaande enige aangeleentheid in verband met die skool;

(j) die inligting, verslae of advies wat die Direk- teur-generaal van tyd tot tyd mag verlang, te ver- strek;
(k) exercise general supervision over the school; and
(l) perform such other duties as the Director-General may assign to the council.

(3) A council shall consider the principal's reports on the school and the Departmental inspection reports submitted to the council and shall make recommendations to the Director-General regarding the matters emanating therefrom.

(4) At least once per term a school shall be visited by a member of the council designated specifically for that purpose by the council.

(5) The member referred to in subregulation (4) shall submit a written report on the school's activities to the council at its next meeting, and the Director-General shall be provided with a copy of the report together with the minutes concerned.

Access to books and documents
13. The Director-General or any duly authorised officer of the Department, or the owner, shall have access at any time to the books, minutes and documents of any council.

Travel and subsistence allowances
14. (1) A travel and subsistence allowance in respect of the attendance of not more than four plenary meetings of a council during a calender year shall be paid to council members from the council fund.

(2) The Minister shall, with the concurrence of the Minister of State Expenditure, determine the basis on which and the conditions subject to which such allowances shall be paid.

Resposibility for finances
15. (1) The council shall control the council fund referred to in regulation 17.

(2) The principal of a school shall ex officio be the treasurer of the council. Provided that the principal may, with the approval of the council, delegate the duty of keeping the financial books to a member of the staff of the school concerned: Provided further that, irrespective of who is responsible for keeping such books, the principal shall remain the treasurer of the council and as such he shall be responsible for the keeping of correct and complete accounts of all moneys expended or received by the council.

Subsidisation
16. (1) When a school makes its first application for a subsidy contemplated in section 9 of the Act, the owner of the school concerned shall provide the Director-General with a written undertaking in which he declares that he is conversant with the basis and conditions of such subsidy and that he will adhere thereto, as well as to any subsequent amendments thereto.

(2) The subsidy payable to a school for a specific financial year shall be subject to Parliament appropriating the required funds.
Contributions to the council fund

17. (1) Into a council’s account referred to in regulation 18 (2) shall be deposited—

(a) subsidies paid over by the Department to the council in accordance with these regulations;

(b) contributions by the owner in respect of the council’s annual budget as well as additional contributions that the owner has undertaken to make;

(c) school fees which shall be fixed by the council and which shall be paid by the parents of pupils;

(d) moneys fixed as contributions to the council fund by the council and paid by the parents of pupils: Provided that no parent may be compelled to make such contribution to the council fund; and

(e) donations and bequests to the council fund.

(2) (a) Moneys collected for a school shall be controlled and administered by the council: Provided that where the donor of money collected imposes conditions with respect to the utilisation of such money, the receipt thereof shall be subject to the approval of the council and the Director-General, who shall refuse approval if the conditions concerned are in conflict with the aims and objectives of the school.

(b) Collected money, the utilisation of which is subject to conditions imposed by the donor thereof, shall be deposited in a separate account.

Financial administration and bookkeeping

18. (1) The financial year of a council’s account shall extend from 1 April of one year up to and including 31 March of the following year.

(2) A council shall open a current account in its own name at a commercial bank registered in terms of the provisions of the Deposit-taking Institutions Act, 1990 (Act No. 94 of 1990), for all moneys controlled by it.

(3) The treasurer shall daily bring into account all moneys received on behalf of the council fund and, as far as possible, deposit these in the council’s account at the bank concerned on the day of receipt or at the earliest opportunity thereafter, but not later than 10 days after receipt thereof.

(4) A council shall under no circumstances overdraw its bank account.

(5) Withdrawals from a current account shall be by cheque or withdrawal slip only and with the approval of the council, and for this purpose the council shall authorise, at a properly constituted meeting, two of its members and the treasurer to sign cheques and other documents relating to the council fund jointly on behalf of the council: Provided that the council may, in the absence of one or both of the members concerned, or of the treasurer, or of all three of them, authorise one, two or three of its other members to sign cheques and other documents.

Bydraes tot die raadsfonds

17. (1) In ’n raad se rekening in regulasie 18 (2) bedoel, word gestort—

(a) subsidies deur die Departement oorbetal aan die raad ooreenkomstig hierdie regulasies;

(b) bydraes van die eienaar ten opsigte van die raad se jaarlike begroting asook addisionele bydraes wat die eienaar onderneem het om te maak;

(c) skoolgelede deur die raad bepaal wat deur ouers van leerlinge betaal moet word;

(d) geld wat deur die raad as bydraes tot die raadsfonds bepaal is en deur ouers van leerlinge betaal word: Met dien verstande dat geen ouer verplig kan word om so ’n bydrae tot die raadsfonds te maak nie; en

(e) skenkingen en bemakings aan die raadsfonds.

(2) (a) Geld wat vir ’n skool ingesamel is, word deur die raad beheer en geadministreer: Met dien verstande dat waar die donateur van geld wat ingesamel is, voorwaardes gestel het met betrekking tot die aanwending van sodanige geld, die ontvangs daarvan onderworpe is aan die goedkeuring van die raad en die Direkteurgeneraal, wat goedkeuring weler indien die betrokke voorwaardes strydig is met die oogmerke en doelstellinge van die skool.

(b) Ingesamelde geld waarvan die aanwending onderworpe is aan voorwaardes deur die donateur daarvan gestel, word in ’n afsonderlike rekening gestort.

Finansiële administrasie en boekhouding

18. (1) Die boekjaar van ’n raad se rekening strek van 1 April van een jaar tot en met 31 Maart van die daaropvolgende jaar.

(2) ’n Raad moet ’n lopende rekening in sy eie naam by ’n handelsbank geregistreer ingevolge die bepaling van die Wet op Depositionemende Instellings, 1990 (Wet No. 94 van 1990), vir alle gelde onder sy beheer open.

(3) Die tesourier moet daagliks alle gelde ten behoeve van die raadsfonds ontvang, in rekening bring en sover moontlik op die dag van ontvangs of by die vroëgs moontlike geleenthed daarna, maar nie later nie as 10 dae na ontvangs daarvan, in die raad se rekening by die betrokke bank deponeer.

(4) ’n Raad mag onder geen omstandighede sy bankrekening oortrek nie.

(5) Onttrekkings uit ’n lopende rekening geskied slegs per tjk of opvragingstrokie met die goedkeuring van die raad, en vir dié doel mag die raad op ’n behoorlik gekonstitueerde vergadering twee lede van die raad en die tesourier om tijks en ander dokumente wat betrekking het op die raadsfonds, gesamentlik namens die raad te teken: Met dien verstande dat die raad in afwesigheid van een van of albei die betrokke lede of die tesourier, of al dri, een, twee of drie van sy ander lede kan magtig om tijks en ander documente te onderteken.
(6) Cash cheques may be issued for the purposes of supplementing a petty-cash account only.

(7) The treasurer shall keep proper cash-books in which shall be entered all details of moneys received, receipt numbers, deposits, payments and cheque numbers, and at the end of each month the cash-books shall be closed, balanced and reconciled with the account concerned.

(8) Receipts shall be issued immediately for all moneys received, from whatever source, and receipts shall be obtained for all moneys expended.

(9) The treasurer shall use only one receipt book at a time.

(10) Receipts shall be written out in their numerical sequence, no alterations to the name and the amount in words or figures shall be permitted on a receipt and a receipt shall, by means of carbon paper, be copied on a duplicate, which shall be kept in the receipt book.

(11) Carbon copies of used receipt forms, as well as the originals and duplicates of cancelled receipt forms, shall be kept safely in their original position in the receipt book for inspection and auditing purposes.

(12) Should a mistake be made on a receipt, the original as well as the duplicate receipt form shall be cancelled and kept in the receipt book when a new receipt is issued.

(13) Details of receipts issued by the treasurer shall be entered in the revenue cash-book daily.

(14) The serial numbers of all receipt books bought shall be recorded by the treasurer in a reserve stock register.

(15) All payments out of the council fund shall be made only according to the council’s budget, which shall be approved in terms of subregulation (27).

(16) In addition to the said budget, the treasurer shall also submit a budget of estimated income and expenditure in respect of funds received from the sources listed in regulation 17 (1) (c) to (e).

(17) In accordance with the directives issued by the Director-General from time to time, a council’s cash-books and documents shall be checked monthly by a council member and scrutinised by an auditor every three months.

(18) In addition to the action prescribed in subregulation (17), the said auditor shall annually issue a financial statement of the council’s accounts and stock to the satisfaction of the Director-General.

(19) All documents pertaining to accounts shall be stored in a safe place in accordance with the instructions of the council for auditing and inspection purposes.

(20) No instalment sale transaction may be entered into.

(21) Debts which have been incurred contrary to the provisions of these regulations shall not be charged against the council fund, and council members who have approved the incurring of such debts shall jointly and severally be held accountable therefor.

(22) Kontanttjies mag uitgereik word slegs vir die doelwending van aanvulling van 'n kleinkasrekening.

(7) Die treusier moet behoorlike kasboeke byhou waarin besonderhede oor alle geld ontvang, kwitansienommer, deposits, betalings en tijdelik afgetrekke word, en aan die einde van elke maand moet die kasboek afgesluit, gebalanseer en met die betrokke rekening gereken en geregistreer word.

(8) Kwitansies moet onmiddellik uitgereik word vir alle geld wat ontvang word, uit watter bron ook al, en kwitansies moet verkry word vir alle geld wat bestee word.

(9) Die treusier mag slegs een kwitansieboek op 'n keer gebruik.

(10) Kwitansies word in hulle nommervolgorde uitgeskryf, geen wysigings aan die naam en die bedrag in woorde of skrif op 'n kwitansie is toelaatbaar nie en 'n kwitansie word deur middel van deurslagpapier afgedruk op 'n duplikaat wat in die kwitansieboek behou moet word.

(11) Deurslae van gebruikte kwitansievorms asook die oorspronklike duplikate van gekanselleerde kwitansievorms moet in hul oorspronklike posisies in die kwitansieboek vir inspeksie en ouditering veilig bewaar word.

(12) Indien 'n fout op 'n kwitansie begin is, moet die oorspronklike asook die duplikaat kwitansievorm gekanselleer word en in die kwitansieboek behou word wanneer 'n nuwe kwitansie uitgereik word.

(13) Besonderhede van die kwitansies wat deur die treusier uitgereik is, moet daagliks in die inkomstekasboek gelys word.

(14) Die reeksnommers van alle kwitansieboeke aangekoop moet deur die treusier in 'n reserverewaarboek aangeteken word.

(15) Alle betalings uit die raadsfonds geskied slegs ooreenkoms vir die Raad se begroting wat ingevoeg in regulasie (27) goedgekeur.

(16) Die treusier moet benewens genoemde begroting ook 'n begroting vooraf van verwagte inkomste en uitgawes van fondse ontvang uit die bronne in regulasie (17) (1) (c) tot (e) genoem.

(17) Ooreenkoms die voorkeur van die Direkteur-generaal van tyd tot tyd uit spreek, moet 'n raad se kasboeke en bewyse skakel, nadat dit maandeliks deur 'n lid van die raad gekontroleer is, elke drie maande deur 'n ouditeur nagegaan word.

(18) Benewens die optrede in regulasie (17) voorgeskryf, moet genoemde ouditeur jaarliks 'n finansiële staat van die raad se rekenings en voorraad to bevrediging van die Direkteur-generaal uitreik.

(19) Alle rekeningsbewyse skakel of rekenings moet ooreenkoms in die voorkeur van die raad in veilige bewaring vir ouditering en inspeksie geplaas word.

(20) Geen afsetwaarskoontransaksie mag aangegaan word nie.

(21) Skuld wat in stryd met die bepaling van hierdie regulasies aangegaan is, mag nie die raadsfonds in berekening gebring word nie en raadsplee wat deur die aangaan van sodanige skuld goedgekeur het, is gesamentlik en afsonderlik daarvoor aanspreeklik.
(22) No loans shall be granted from the council fund.

(23) The council may approve the keeping by the treasurer of a petty-cash account, according to the advance loan system, of an amount approved by it and the replenishment of and payments from the petty-cash shall be entered in the petty-cash book by the treasurer.

(24) Balances of moneys which are withdrawn from a council's account for a specific purpose but which are not spent shall at the earliest possible opportunity be redeposited in the council's account by the treasurer.

(25) Notwithstanding the provisions of regulation 15, a council shall, when the treasurer or the member of staff referred to in regulation 15 is guilty of dishonesty or misconduct and does not perform his duties as treasurer or bookkeeper of the council fund books properly, instruct the chairman to freeze the council's account, and the chairman shall report the matter to the Director-General.

(26) When a council's account has been frozen, all the duties and responsibilities of the treasurer shall devolve upon the chairman of the council until such time as the matter has been settled to the satisfaction of the council.

(27) A budget of estimated income and expenditure for each financial year shall annually at the beginning of such year be submitted by the treasurer to the council, and thereafter by the council to the Department, for consideration and approval within the guidelines of the approved Departmental subsidy referred to in regulation 17 (1) (a) and the owner's contribution referred to in regulation 17 (1) (b).

(28) At every council meeting the treasurer shall report on the income and expenditure of the council fund: Provided that a member of the council shall scrutinise all account books and documents every month and before every meeting to verify the details of the report, and should the meeting not be satisfied with the report, the meeting shall instruct the chairman to submit the report to an auditor.

(29) The owner and members of the council shall be furnished with audited statements of the income and expenditure for the previous financial year on a date determined by the Director-General, which shall be a date before the meeting referred to in subregulation (30).

(30) The audited statements referred to in subregulation (29) shall be submitted to the council for its approval by the treasurer as soon as possible after the end of the previous financial year at a plenary council meeting, and shall thereafter be submitted by the authorised officer for Departmental approval.

Utilisation of council fund

19. (1) The council fund shall be utilised solely in accordance with the approved annual budget of the council, for items specifically listed therein.

(22) Geen lenings uit die raadsfonds word toege-staan nie.

(23) Die raad kan goedkeuring verleen dat die tesouer 'n kleinkasrekening van 'n bedrag wat deur die raad goedgekeur word, volgens die voorsokstelsel hou en aanvulling van en uitbetaling uit die kleinkas moet deur die tesouer in die kleinkasboek ingeskryf word.

(24) Saldo's van geld wat vir 'n spesifieke doel uit 'n raad se rekening onttrek is maar nie bestee is nie, moet by die vroegs moontlike geleenthed deur die tesouer in die raad se rekening teruggestort word.

(25) Ondanks die bepaling van regulasie 15 moet 'n raad, wanneer die tesouer of die personeel in regulasie 15 genoem hom skuldig maak aan oneerlikheid of wangedrag en nie sy pligte as tesouer of boekhouer van die raadsfondsboekie na behore nakom nie, aan die voorzitter opdrag gee om die raad se rekening te bevries, en die voorzitter moet die aangeleenthed aan die Direkteur-generaal rapporteer.

(26) Wanneer die rekening van 'n raad bevries is, gaan al die pligte en verantwoordelikhede van die tesouer oor op die voorzitter van die raad tot tyd en wyl die aangeleenthed tot tevredenheid van die raad afgehandel is.

(27) 'n Begroting van verwagte inkomste en uit-gawes vir elke boekjaar moet jaarliks aan die begin van sodanige jaar deur die tesouer aan die raad, en daarna deur die raad aan die Departement, vir oorweging en goedkeuring voorgelê word, binne die riglyne van die goedgekeurde Departementele subsidie in regulasie 17 (1) (a) bedoel en die eienaar se bydrae in regulasie 17 (1) (b) bedoel.

(28) Die tesouer doen by elke raadsvergadering verslag oor die inkomste en uitgawes van die raadsfonds: Met dien verstande dat 'n lid van die raad alle rekeningboekie en stukke maandeliks en voor elke vergadering moet nagaan om die besonderhede van die verslag te kontroleer, en indien die vergadering nie tevrede is met die verslag nie, moet die vergadering die voorzitter opdrag gee om die verslag aan 'n ocul- teur voor te lees.

(29) Geouditeerde state van die inkomste en uit-gawes vir die voorafgaande boekjaar word aan die eie-naar en raadslede voorsien op 'n datum deur die Direkteur-generaal bepaal, wat 'n datum voor die vergadering in subregulase (30) bedoel, moet wees.

(30) Die geouditeerde state in subregulase (29) bedoel, moet deur die tesouer op 'n volle vergadering van die raad so spoedig moontlik na die einde van die vorige boekjaar vir aanvaarding deur die raad voorgelê word, en moet daarna deur die gemagtigde beampte vir Departementele goedkeuring voorgelê word.

Aanwending van raadsfonds

19. (1) Die raadsfonds word alleen ooreenkomsstig die goedgekeurde jaarlikske begroting van die raad aangewend, vir items spesifiek daarin genoem.
(2) Any other expenses to a maximum determined by the Director-General from time to time may be incurred only with the approval of both the authorised officer and the chairman of the council.

20. Subject to the conditions of any donation, bequest or trust, the council fund may be utilised for—

(a) the purchase of sports equipment, including sports attire for team members;
(b) the payment of affiliation fees for membership of sports unions;
(c) the subsidisation of transport for sports teams, as well as participants in concerts and other cultural activities approved by the authorised officer;
(d) prizes for class, school and sports achievements;
(e) the subsidisation of educational excursions or tours, including accommodation costs, refreshments (alcoholic beverages excluded) and admission fees of pupils and accompanying teachers;
(f) the subsidisation of holiday camps for both pupils and accompanying teachers, including transport, the hire of premises, rooms or tents and the purchase of foodstuffs and other essentials;
(g) the purchase of works of art for the school;
(h) the hiring of entertainment films;
(i) the entertainment of pupils;
(j) the expenditure which precedes fund-raising, including printing costs, the hiring of loudspeakers and the purchase of materials, meat or baking necessities;
(k) the purchase of prefect badges;
(l) costs and expenses relating to the administration of the council fund account concerned, including expenses in connection with account books, cash-books and banking costs; and
(m) any other purposes in the general interest of the school or pupils.

Stock bought out of school fund

21. (1) The treasurer shall record all material and equipment bought out of the council fund in the school's stock register and note down in this register the details of all issues of materials and equipment.

(2) A council shall implement a system of bookkeeping of and control over stocks to the satisfaction of the Director-General, and detailed reports shall be submitted to the owner and the council.

Auditing of books

22. (1) The council shall obtain and pay out of its own funds for the services of an auditor, who shall be responsible for inspecting the vouchers, the cash-books and other relevant documents three-monthly, and shall annually issue audited statements regarding the school's finances and stock.

(2) Enige ander uitgawes tot 'n maksimum van tyd tot tyd deur die Direkteur-generaal bepaal, mag aange- gaan word slegs met die goedkeuring van sowel die gemagtigde beampte as die voorstel van die raad.

20. Die raadsfonds se kan, behoudens die voor- waardes van enige skenking, bemaking of trust, aan- gewend word vir—

(a) die aankoop van sporttoerusting, met inbegrip van sportdrag vir spanielede;
(b) die betaling van affiliasiegeld vir lidmaatskap van sportunies;
(c) die subsidiëring van vervoer van sportspanne, asook deelnemmers aan konserte en ander kultuur- bedrywighede deur die gemagtigde beampte goed- gekeur;
(d) pryse vir klas-, skool- en sportprestaties;
(e) die subsidiëring van opvoedkundige uitstaps- pies of toere, met inbegrip van verblivkoste, vervoers- sings (alcoholiese drank uitgesluit) en toegangs- gelde van leerlinge en begeleidende onderwysers;
(f) die subsidiëring van vakansiekaampe vir leer- linge asook begeleidende onderwysers, met inbegrip van vervoer, huur van personele, lokale of tente en die aankoop van voedselware en ander noodsaklik- hede;
(g) die aankoop van kunswerke vir die skool;
(h) die huur van vermaaklikheidsfilms;
(i) die vermaak van leerlinge;
(j) die uitgawes wat fondsinsameling voorafgaan, met inbegrip van drukkerskoste, huur van luidspre- kers en die aankoop van materiaal, vis of bakbeno- dighede;
(k) aankoop van prefekwapsens;
(l) koste en uitgawes verbonden aan die admini- strasie van die betrokke raadsfondsrekening, met inbegrip van uitgawes verbonden aan rekeningboeke, kasboeke en bankkoste; en
(m) enige ander doeleindes in die algemene be- lang van die skool of leerlinge.

Voorraade aangekoop uit raadsfonds

21. (1) Die tesouerier moet alle materiaal en toerus- ting wat uit die raadsfonds aangekoop is, in die voor- raderegister van die skool opneem en besonderhede van alle uitreikings van materiaal en toerusing in dié register oplek.

(2) 'n Raad pas 'n stelsel van boekhouding met betrekking tot, en beheer oor, voorraadede toe tot beveg- diging van die Direkteur-generaal, en met volle verslaggewing aan die eienaar en die raad.

Oudtering van boeke

22. (1) Die raad bekom, en betaal uit die fondse vir, die dienste van 'n ouditeur wat verantwoordelik is om elke drie maande die bewyssstukke, die kasboeke en relevante ander stukke ria te gaan en jaarlikse genei- leerde state omtrent die raad se finansies en voorraad uit te reik.
(2) The Director-General may, notwithstanding the provisions of subregulation (1), at any time direct that the books of the council be audited by an auditor at the cost of the council.

23. A council shall furnish the Director-General with—

(a) the information he requires; and

(b) through the authorised officer, the annual financial statements of the council referred to in regulation 18 (30).

24. The Director-General shall determine the maximum number of pupils who may be admitted to a school and its hostels for a particular school year and this number shall not be exceeded without the Director-General's prior consent.

25. (1) No person shall be admitted by the principal to a school as a pupil, unless—

(a) application for his admission has been made to the principal of the school on the official application form by or on behalf of his parent;

(b) such person complies with the qualifications for admission set for that school by the Director-General;

(c) the necessary accommodation is available; and

(d) the principal is satisfied—

(i) that such person does not suffer from an infectious disease and that his state of health is such that it will not be detrimental to the tuition of other pupils; and

(ii) that such person has reached the required age and is, in certain cases, of the appropriate sex.

(2) Before admission to a school is granted, the Director-General or the council or the principal may require that such written or other proof (including a birth certificate, baptismal certificate, identity document or affidavit) be furnished as may be necessary to determine the accuracy of the information given in respect of such person.

(3) The admission of such person as a pupil by the principal in terms of this regulation shall be provisional and shall be subject to confirmation by the authorised officer.

26. (1) When the admission of a person to a school as a pupil has been confirmed, the principal shall forthwith record in an admission register approved by the Director-General, details of such pupil, including—

(a) the pupil's registration number;
(b) his full names, surname, date of birth as stated on his birth certificate or his baptismal certificate, or, if the said documents are not readily available, his full names, surname and date of birth as determined on the basis of other evidence;
(c) his home address; and
(d) the full names, surname and address of the parent of the pupil.

(2) Every person registered in terms of regulation (1) shall be deemed to have been duly admitted and registered as a pupil of that school for the relevant school year.

**Attendance register**

27. (1) Every class teacher in the school shall keep an attendance register in a form approved by the Director-General, in which such teacher shall record the following in respect of every pupil in his class:

(a) The full names and surname as recorded in the admission register; and
(b) the days on which the pupil attends or is absent from the school.

(2) The principal shall inspect every attendance register at least once a week and if it appears that a pupil is absent from school unnecessarily or for a protracted period, he shall determine the reason for such absence.

(3) If a pupil is absent from school for more than five consecutive school days without the parent or the person with whom he normally resides while attending the school informing the principal orally or in writing that the pupil is absent owing to sickness or for any other valid reason, the principal shall warn the parent or the person concerned that the name of the pupil may be deleted from the admission and attendance registers.

(4) If a pupil referred to in subregulation (3) does not return to the school within five days after his parent or the person concerned, as the case may be, has been warned in accordance with the subregulation in question, or if a valid reason for his absence has not been furnished to the principal within the said period, the principal shall delete the pupil’s name from the register and the pupil shall then be deemed to have been expelled from the school.

(5) When a pupil’s name has been deleted from the register in terms of subregulation (4) and he wishes to be readmitted to the school, application for readmission shall be made, and in this case regulation 26 shall apply

**Transfer**

28. (1) When a pupil is transferred from one school to another, the parent shall in writing inform the principal of the school from which the pupil is being transferred, after which the principal shall provide the parent with a transfer form approved by the Director-General and duly completed by the principal.

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84739 — B

(b) sy volle name, van en geboortedatum soos vermeld in sy geboortesertifikaat of in sy doopsertifikaat, of indien vermelde dokumente nie geredelik beskikbaar is nie, sy volle name, van en geboortedatum wat op grond van ander getuienis vangestel kan word;
(c) sy woonadres; en
(d) die volle name, van en adres van die ouer van die leerling.

(2) Elke persoon wat ingevolge subregulasi (1) ingeskryf is, word geag behoorlik as leerling van daardie skool toegelaat en geregistreer te wees vir die betrokke skooljaar.

**Bywoningsregister**

27. (1) Elke klasonderwyser in die skool hou ‘n bywoningsregister by op ‘n wyse deur die Direkteurgeneraal goedgekeur, waarin sodanige onderwyser ten opsigte van elke leerling in sy klas die volgende aanteken:

(a) Die volle name en van soos in die toelatingsregister aangeteken; en
(b) die dae waarop die leerling die skool bywoon of afwesig is.

(2) Die prinsipaal moet elke bywoningsregister minstens een keer per week nagaan en as dit blyk dat ‘n leerling onnodig of vir ‘n lang tydperk afwesig is, moet hy die rede vir sodanige afwesigheid vasstel.

(3) Indien ‘n leerling meer as vyf agtereenvolgende skooldae van die skool afwesig is sonder dat die ouer of die persoon by wie die leerling normaalweg inwone terug bo die skool bywoon die prinsipaal moet van skriftelik meedeel dat die leerling weens siekte of ‘n ander geldige rede afwesig is, moet die prinsipaal die ouer of die betrokke persoon waarsku dat die naam van die leerling van die toelatings- en bywoningsregister geskrap kan word.

(4) Indien ‘n leerling bedoel in subregulasi (3) nie binne vyf skooldae afwesig nie, moet hy of die betrokke persoon, na gelang van die geval, ooreenkomsstel bedoelde subregulasi gewaar is, na die skool terugkry of ‘n andere rede vir sy afwesigheid nie binne gemolde op deze dae aan die prinsipaal verstreken is nie, kan die prinsipaal die naam van die leerling van die register skrap en die leerling word dan geag uit die skool gesit te wees.

(5) Wanneer ‘n leerling se naam ingevolge subregulasi (4) van die register geskrap is en hy weer tot die skool toegelaat wil word, moet om hertoelatingsaansoek gedoen word, en in dié geval is regulasi 26 mutatis mutandis van toepassing: Met dié verstaande dat die toelating van ‘n persoon wat ouer as 16 jaar is, aan die voorafverkrag goedgekeuring van die Direktiegeneraal onderworpe is.

**Oorplasing**

28. (1) Wanneer ‘n leerling van een skool na ‘n ander skool oorgeplaas word, moet die ouer die prinsipaal van die skool waarvan hy oorgeplaas word, skriftelik in kennis stel, waarna die prinsipaal die ouer moet voorsien van ‘n oorplasingsvorm wat die Direktiegeneraal goedgekeur het en die prinsipaal behoorlik ingevul het.
(2) When application for admission to another school is made, the principal of such other school shall be provided with the transfer form referred to in subregulation (1), as well as with such other documents as the said principal may require.

Discharge

29. (1) The discharge of a pupil from a school at the request of a parent shall be effected only with the approval of the Director-General.

(2) A substantiated application for approval for the discharge of a pupil may be submitted by the parent to the Director-General through the agency of the principal.

(3) The Director-General may direct that a pupil be discharged from a school—

(a) if such pupil has reached an age which, in the opinion of the Director-General, makes the pupil's further attendance of such school unnecessary or inadvisable; and

(b) if the Director-General is of the opinion that such pupil is not benefiting sufficiently from the training in such school or has already received adequate training, or that the reason for his further attendance of such school no longer exists, or that it is otherwise advisable to terminate his attendance.

Control and discipline

30. (1) The principal of a school shall be responsible for the control over and discipline of the pupils.

(2) A code for the control over and discipline of pupils shall be drafted by the council for the guidance of the principal, and such code shall be subject to the approval of the Director-General.

Suspension and expulsion

31. (1) Should a pupil behave in such a way that his continued attendance of a school will, in the principal's opinion, be detrimental to the welfare of the school in its entirety or of any of the pupils, the principal shall immediately in writing inform such pupil's parent of such conduct and shall also inform him that, if such or similar conduct is repeated, such pupil will be liable to expulsion, and he shall report the matter to the council.

(2) On recurrence of the conduct referred to in subregulation (1) or similar conduct, the principal shall confront such pupil about his behaviour and affirm him the opportunity to state his side of the matter in writing, or verbally in the presence of a teacher or other witness, and after consideration of the pupil’s side of the matter the principal may suspend him from the school.

(3) Notwithstanding the provisions of subregulations (1) and (2), the principal may, after consultation with the council, forthwith suspend a pupil from the school if he commits a transgression which in the opinion of the principal seriously harms or may harm the maintenance of order and discipline at the school.

(4) When a pupil is suspended in terms of subregulation (2) or (3)—

(a) the pupil shall—

(i) leave the school premises without delay and, unless the principal has ordered otherwise, leave any school hostel; and

(2) Wanneer aansoek om toestelling tot 'n ander skool gedoen word, moet die prinsipaal van sodanige ander skool voorsien word van die oorplasingvorm in subregulasie (1) bedoel, aasoe van sodanige ander stukke as wat gemelde prinsipaal mag vereis.

Ontslag

29. (1) Ontslag van 'n leerling uit 'n skool op vereeniging van 'n oor geskied slegs met die goedgekeuring van die Direkteur-generaal.

(2) 'n Gemotiveerde aansoek om goedgekeuring vir die ontslag van 'n leerling kan deur die ouer deur bemiddeling van die prinsipaal by die Direkteur-gene-

raal ingediend word.

(3) Die Direkteur-generaal kan opdrag gee dat 'n leerling uit 'n skool ontslaan word—

(a) indien sodanige leerling 'n ouderdom bereik het wat na die mening van die Direkteur-generaal sy verdere bywoning van sodanige skool onnodig of onraadsaam maak; en

(b) indien die Direkteur-generaal van mening is dat sodanige leerling nie genoegsaam baat vind by die opleiding in sodanige skool nie, of reeds voltogende opleiding ontvang het, of die rede vir sy verdere bywoning van sodanige skool nie meer bestaan nie, of dit andersins raadsaam is om sy bywoning te beëindig.

Beheer en tug

30. (1) Die prinsipaal van 'n skool is verantwoordelik vir die beheer oor en tug van die leerlinge.

(2) 'n Kode vir die beheer oor en tug van leerlinge moet deur die raad opgestel word voor die leiding van die prinsipaal en sodanige kode is onderworpe aan die goedgekeuring van die Direkteur-generaal.

Skorsing en uitsetting

31. (1) Indien 'n leerling hom sodanig gedra dat sy voortgeste bywoning van 'n skool na die oordeel van die prinsipaal nadelig sal wees vir die welsyn van die skool in sy geheel of van enige van die leerlinge, moet die prinsipaal sonder versuim die ouer van sodanige leerling skriftelik van sodanige gedrag verwittig en hom meedeel dat, by herhaling van sodanige of soortgelyke gedrag, sodanige leerling hom aan uitsetting sal blootstel en moet hy die saak by die raad aanmeld.

(2) By herhaling van die gedrag in subregulasie (1) bedoel of soortgelyke gedrag moet die prinsipaal sodanige leerling oor sy gedrag konfronteer en geleenthed gee om sy kant van die saak skriftelik, of mondeling in teenwoordigheid van 'n onderwyser of 'n ander getuie, te stel, en na oorweging van die leerling se kant van die saak kan die prinsipaal hom uit die skool skors.

(3) Ondanks die bepaling van subregulasies (1) en (2) kan die prinsipaal na oorenpoging met die raad 'n leerling onverwyd uit die skool skors indien hy 'n oortreding pleeg wat na die oordeel van die prinsipaal die handhawing van orde en dissipline in die skool ernstig benadeel of kan benadeel.

(4) Wanneer 'n leerling kragtens subregulasie (2) of (3) geskors word—

(a) moet die leerling—

(i) sonder versuim die perseel van die skool en, tensy die prinsipaal anders gelas, enige skoolkos- huis verlaat; en
(ii) save for the purpose of an investigation as set out below, not be or remain on the school premises, including any sportsfield;

(b) the principal shall without delay—

(f) in writing inform the pupil’s parent of the suspension and the reason therefor; and

(ii) submit a detailed report regarding such suspension to the council.

(5) The council may, after consideration of the report and after such further investigation as it may deem desirable, order the expulsion of such pupil or take such other steps as it may deem necessary.

(6) Notwithstanding the provisions of subregulations (1), (2), (3), (4) and (5), the council may summarily expel from the school a pupil if he—

(a) deliberately or negligently contravenes any regulation made in terms of the Act;

(b) behaves within or outside the buildings or within the schoolgrounds in a manner which, in the opinion of the principal, seriously harms or may harm the maintenance of order or discipline at the school;

(c) deliberately damages, destroys or uses or appropriates to himself the property of the school or of any other person or body;

(d) deliberately contravenes any examination regulation or instruction;

(e) deliberately refuses to carry out a legitimate instruction given by the principal or a teacher authorised thereto by the principal;

(f) deliberately gives false information to the principal or a teacher;

(g) is found guilty in court of an offence which, in the opinion of the principal or the authorised officer, is serious enough to justify disciplinary action;

(h) incites or instigates a fellow pupil to contravene any regulation or instruction made in terms of the Act;

(i) participates in or instigates a boycott of classes or school functions or participates in or instigates protest marches, sit-ins or any riotous action;

(j) performs an act of insubordination; or

(k) possesses or uses a habit-forming drug without the prescription of a registered medical practitioner.

(7) An appeal by the parent against the expulsion of a pupil from a school may be made to the Director-General within seven days of such expulsion and the Director-General’s decision shall be final.
Treatment of pupils under extraordinary circumstances

32. (1) If a pupil of a school, in the principal's opinion, refuses to attend classes or to receive tuition or is deliberately absent from school or classes without good reason, the principal shall forthwith warn the pupil in writing or verbally that should he neglect to resume class attendance prior to or on a date and time determined by the principal with a view to receiving tuition, such neglect will result in the deletion of his name from the admission register.

(2) When the principal issues a warning in terms of subregulation (1), he shall at the same time in writing warn the parent of such pupil accordingly and shall inform the council of the facts.

(3) A pupil referred to in subregulation (1) who, notwithstanding the said warning, refuses or neglects to resume class attendance prior to or on the date and time determined in terms of said subregulation with a view to receiving tuition shall be deemed to have left the school voluntarily for the rest of that school year and—

(a) the principal shall—

(i) delete the name of such pupil from the admission register; and

(ii) in writing inform the parent of such pupil accordingly; and

(b) such pupil may from that date not set foot in the school or on the schoolgrounds or the school premises.

(4) If in the opinion of the principal, the majority of the school's pupils refuse to attend classes or to receive tuition, or are deliberately absent from the school or classes for whatever reason, and the principal is of the opinion that such refusal or absence is disrupting the educational programme at the school concerned or obstructing it to the extent that the school's pupils are unable to complete the standard or course for which they have been admitted, the principal shall forthwith orally or in any other suitable and effective manner warn such pupils that, should they neglect to resume class attendance with a view to receiving tuition before or on the date and time determined by the principal, such neglect shall result in the deletion of their names from the admission register of the school, and also in the closing of the school.

(5) When a warning is issued in terms of subregulation (4) the principal shall, at the same time, in writing inform the parents of such pupils accordingly.

(6) A pupil referred to in subregulation (4) who, notwithstanding the said warnings, refuses or neglects to resume class attendance in order to receive tuition before or on the date and time determined in terms of subregulation (4) shall be deemed to have left the school voluntarily for the rest of the school year and—

(a) the principal shall—

(i) delete the name of such pupil from the admission register; and

Behandeling van leerlinge onder buitengewone omstandighede

32. (1) Indien 'n leerling van 'n skool na die mening van die prinsipaal weier om 'n lessting te voltooi of om onderrig te ontvang of sonder goeie rede doelbewus afwesig is van die skool of klasse, moet die prinsipaal die leerling onverwyld mondeling of skryflik waarsku dat indien hy versui of voor of op 'n datum en tyd wat die prinsipaal bepaal, klasbywoning te hervat met die doel om onderrig te ontvang, sodanige versui sal lei tot die skrapping van sy naam van die toelatingsregister.

(2) Wanneer die prinsipaal 'n waarskuwing kragtens subregulasie (1) rig, moet hy tegelykertyd die ouer van sodanige leerling skryflik oor die gebeurtenis, en die raad van die feite verwittig.

(3) 'n Leerling bedoel in subregulasie (1) wat ondanks bedoelde waarskuwing weier of nalaat om voor of op die datum en tyd bepaal ingevolge gemelde subregulasie klasbywoning te hervat met die doel om onderrig te ontvang, word geag dat die skool vir die res van daardie skooljaar vrywillig te verlaat het, en—

(a) die prinsipaal moet—

(i) die naam van sodanige leerling van die toelatingsregister skrap; en

(ii) die ouer van sodanige leerling skriflik dienoorneemstig inlig; en

(b) sodanige leerling mag vanaf bedoelde datum nie die skool of die skoolgronde of die skoolperseel betree nie.

(4) Indien na die mening van die prinsipaal die meerderheid van die leerlinge van 'n skool weier om klasse by te woon of om onderrig te ontvang, of om watter rede ook al doelbewus afwesig is van die skool of klasse, en die prinsipaal van oordeel is dat sodanige weiering of afwesigheid die onderwysprogram aan die betrokke skool ontstrek of in so 'n mate belemmer dat leerlinge van die skool nie in staat is om die stand of kurus waarvoor hulle toegelaat is, behoorlik te voltooi nie, moet die prinsipaal sodanige leerlinge onverwyld mondeling of op enige ander gepaste en doeltreffende wyse waarsku dat indien hulle versui of voor of op 'n datum en tyd wat die prinsipaal bepaal, klasbywoning te hervat met die doel om onderrig te ontvang, sodanige versui sal lei tot die skrapping van hulle name van die toelatingsregister van die skool en ook tot die sluiting van die skool.

(5) Wanneer 'n waarskuwing kragtens subregulasie (4) gegee word, moet die prinsipaal die ouers van sodanige leerlinge tegelykertyd skriflik oor die gebeurtenis inlig.

(6) 'n Leerling bedoel in subregulasie (4) wat ondanks bedoelde waarskuwings weier of nalaat om voor of op die datum en tyd bepaal ingevolge subregulasie klasbywoning te hervat en onderdruke omstandighede ontvange of voor die gevorderde tyd oprig, word geag dat die skool vir die res van daardie skooljaar vrywillig te verlaat het, en—

(a) die prinsipaal moet—

(i) die naam van sodanige leerling van die toelatingsregister skrap; en
(ii) in writing inform the parent of such pupil accordingly; and

(b) such pupil may, from the said date, not set foot in the school or on the schoolgrounds or the school premises.

(7) If, in the Minister's opinion, the number of pupils who refuse or neglect to resume class attendance for the purpose of receiving tuition as referred to in subregulation (6) is such that the continued existence of the school is not justified, he may withdraw the registration of the school in terms of section 8 (4) (b) of the Act and shall, once the registration of the school has been so withdrawn, direct that the pupils who resumed class attendance for the purpose of receiving tuition prior to or on the said date be transferred to another school.

(8) When the registration of a school referred to in subregulation (7) has been withdrawn and is thereafter reinstated by the Minister, the principal may admit a person as a pupil to the said school within a period determined by the council.

(9) No person shall be admitted to the school concerned under the circumstances referred to in subregulation (6) unless he complies with the admission requirements prescribed in regulation 31 (1) and (2):

Provided that the council may further require—

(a) the pupil to be accompanied by his parent when application for admission is made; and

(b) the parent to give a written undertaking that he will ensure that the pupil attends the school regularly.

(10) The parent of a pupil whose name has been deleted from the admission register in terms of this regulation, may, within seven days of having been notified thereof, appeal against such deletion to the Director-General who, after hearing all the interested parties, may either confirm the action of the principal concerned or direct that the name of the pupil concerned be re-entered in the admission register.

Reimbursement of moneys

33. When a pupil is expelled from a school, the parent shall not be entitled to reimbursement of any moneys paid by him or any other expenses incurred by him.

Premises and buildings

34. Where school premises or school buildings have been bought, erected or improved by means of a State subsidy or State loan, the State's interests shall be protected by a written agreement, as approved by the Director-General in consultation with the Treasury, between the State and the owner of the school premises, school buildings or any other improvements.

Furniture and other equipment

35. Furniture, vehicles and any other equipment bought with a Departmental subsidy shall not be alienated, destroyed or otherwise disposed of without the approval of the Director-General, and any proceeds of such disposal shall be divided between the State-aided school and the State on the same basis as that on which the State subsidised the purchase thereof and on which the owner contributed thereto.

(ii) die ouer van sodanige leerling skriftelik dienoooreenkomsig inlig; en

(b) sodanige leerling mag vanaf bedoelde datum nie die skool of die skoolgronde of die skool perseel betree nie.

(7) Indien die Minister van oordeel is dat die aantal leerlinge wat weier of nalaat om klasbywoning te hervat ten einde onderrig te ontvang soos in subregulasie (6) bedoel van so 'n omvang is, wat die voortbestaan van die skool nie geregverdig is nie, kan hy die registrasie van die skool ooreenkomsig met artikel 8 (4) (b) van die Wet intrek, en indien die registrasie van die skool aldaar ingetrek is, moet hy gelas dat die leerlinge wat voor of op bedoelde datum klasbywoning hervat het met die doel om onderrig te ontvang, na 'n ander skool oorgeplaas word.

(8) Wanneer die registrasie van 'n skool in subregulasie (7) bedoel, ingetrek is en daarna deur die Minister herstel word, kan die prinsipaal iemand binne 'n tydperk deur die raad bepaal, as leerling tot bedoelde skool toelaat.

(9) Niemand word onder die omstandighede bedoel in subregulasie (8) tot die betrokke skool toegelaat nie, teny hy voldoen aan die toelatingsvereistes voorge- skryf in regulasie 31 (1) en (2): Met dien verstaande dat die raad verder ook kan vereis—

(a) dat die leerling deur sy ouer vergeloof word wanneer aansoek om toelating gedoen word; en

(b) dat die ouer skriftelik onderrig om toe te sien dat die leerling die skool gereeld byvoor.

(10) Die ouer van 'n leerling wie se naam ingevolge hierdie regulasie van die toelatingsregister geskrap is, kan binne sewe dae nadat hy daarvan in kennis gestel is, appèl teen sodanige skrapping by die Direkteur- generaal aanteken, wat, nadat hy alle belanghebbende partye aangehoor het, die optrede van die betrokke prinsipaal kan bekrachtig of kan gelas dat die betrokke leerling se naam op die toelatingsregister herstel word.

Terugbetaling van gelde

33. Wanneer 'n leerling uit 'n skool uitgesit word, is die ouer nie geregtig op terugbetaling van enige gelde wat hy betaal het of ander koste wat hy aangegaan het nie.

Persel en geboue

34. Waar skoolperseel of-geboue met 'n Staatsubsidie of Staatsiening aangekoop, opgerig of verbeter word, word die Staat se belange beskerm deur 'n skriftelike ooreenkoms, soos goedgekeur deur die Direkteur-generaal in ooreenkom met die Tesourage, tussen die Staat en die eiener van die skoolperseel, skoolgeboue of ander verbeteringe.

Meubels en ander toerusting

35. Meubels, voertuie en enige ander toerusting wat met 'n Departementale subsidie aangekoop is, word nie sonder die goedgekeuring van die Direkteur-generaal vervreem, vernietig of andersoor beskik nie en enige opbrengs van sodanige beskikking word verdeel tussen die Staatsondersteunde skool en die Staat op dieselfde grondslag as dié waarop die Staat die aan- koop daarvan gesubsidieer het en waarop die eenaar daartoe bygedra het.
36. (1) The school calendar and school hours, as determined by the Director-General, shall be adhered to by a school.

(2) The council shall ensure that the required books in connection with the administration and organisation of the school, such as the school journal, admission register, class registers, punishment book, schemes of work, report books and other books, statements or returns required by the Director-General, are regularly updated by the principal and his staff to the satisfaction of the Director-General.

(3) When the Director-General orders an inspection of any matter at a school, the council and staff shall give their full co-operation to the officer charged with conducting the inspection.

(4) All books and documents or information required shall be put at the disposal of the officer and he shall be given access to all rooms and have every opportunity to interview teachers and employees of the school and to observe them while they are engaged in the performance of their daily duties.

Offences

37. Any person who—

(a) on the premises of a school, including any grounds or a hostel—

(i) presents to pupils a course or syllabus other than a course or syllabus instituted under section 35 of the Act for the education, instruction or training of persons in schools, excluding a work programme, class or course, which, in the normal course of school activities, is generally presented at schools in addition to the courses instituted in terms of the Act; or

(ii) presents to pupils any education, instruction or training in a course instituted under the said section 35, according to any syllabus other than the syllabus which has been determined under the said section for that course;

(b) disrupts or obstructs a class where education, instruction or training is being provided by a school to pupils of the school; or

(c) disrupts or obstructs a sporting, social or any other function which is being presented for pupils of the school,

shall be guilty of an offence and liable on conviction to a fine or, in default of payment, to imprisonment for a period not exceeding 12 months.

Repeal and amendment of regulations

38. The regulations published by Government Notice No. R. 962 of 24 June 1966 are hereby repealed.

Algemeen

36. (1) Die skoolkalender en skoolure soos deur die Direkteur-generaal bepaal, moet deur 'n skool gevolg word.

(2) Die raad sien toe dat die nodige boeke in verband met die administrasie en organisasie van die skool, soos die skoolboek, toelaatingsregister, klas-registers, strafboek, werkskemas, verslagboeke en ander boeke, state of opgawes wat deur die Direkteur-generaal vereis word, gereeld deur die prinsipaal en sy personeel bygehou word tot tevredenheid van die Direkteur-generaal.

(3) Wanneer die Direkteur-generaal 'n inspekte van enige aangeleenthed by 'n skool gelas, moet die raad en personeel hulle volle samewerking gee aan die beampte aan wie die uitvoering van die inspekte opgedra is.

(4) Alle boeke en dokumente of inligting wat verlang word, moet ter beskikking van die beampte gestel word en toegang tot alle lokale moet aan hom verleen word en hy moet volle geleentheid kry om onderwysers en werknemers van die skool te ondervra en waar te neem terwyl hulle besig is met die uitvoering van hulle daaglikse pligte.

Misdrywe

37. Iemand wat—

(a) op 'n skoolpleerreel, met inbegrip van enige terrein of koshuis—

(i) 'n ander kursus of sillabus as 'n kursus of sillabus wat kragteens artikel 35 van die Wet vir die onderwys, onderrig of opleiding van persone in skole ingestel is, behalwe 'n werkprogram, klas of kursus wat in die gewone loop van skoolwerkzaamhede algemeen by skole bykomstig tot die by Wet ingestelde kursusse aangebied word, aan leerlinge aanbied; of

(ii) enige onderwys, onderrig of opleiding in 'n kursus wat kragteens genoemde artikel 35 ingestel is, volgens 'n ander sillabus as die sillabus wat kragteens genoemde artikel vir daardie kursus bepaal is, aan leerlinge aanbied,

(b) 'n klas waar onderwys, onderrig of opleiding deur 'n skool aan leerlinge van die skool verskaf word, ontwrig of belemmer; of

(c) 'n sport-, sosiale of ander byeenkoms wat deur 'n skool vir leerlinge van die skool aangebied word, ontwrig of belemmer,

pleeg 'n misdryf en is by skuldigbevinding straafsbaar met 'n boete of by wanbetaling daarvan met gevangenisstraf vir 'n tydperk van hoogstens 12 maande.

Herroeping en wysiging van regulasies


"'school' shall mean any school as defined in section 1 of the Act, excluding institutions for teacher training, night schools, centres for the education of adults, State-aided special schools and private schools;".

40. The regulations published by Government Notice R. 830 of 30 April 1982, as amended by Government Notices Nos. R. 10 of 16 January 1989 and R. 1097 of 2 June 1989, are hereby amended by the substitution for the definition of "school" in regulation 1 of the following definition:

"'school' shall mean a school as defined in section 1 of the Act, excluding institutions for the training of teachers, night schools, centres for the education of adults, schools of industries, reform schools and special schools;"

DEPARTMENT OF FINANCE

No. R. 79 22 January 1993

CUSTOMS AND EXCISE ACT, 1964

AMENDMENT OF SCHEDULE No. 1 (No. 1/1/550)

Under section 48 of the Customs and Excise Act, 1964, part 1 of Schedule No. 1 to the said Act is hereby amended, with retrospective effect to 13 November 1992, to the extent set out in the Schedule hereto.

J. A. VAN WYK,
Deputy Minister of Finance.

DEPARTEMENT VAN FINANSIES

No. R. 79 22 Januarie 1993

DOEANE- EN AKSYNWT, 1964

WYSIGING VAN BYLAE No. 1 (No. 1/1/550)

Kragtens artikel 48 van die Doeane- en Aksynwit, 1964, word Deel 1 van Bylae No. 1 by genoemde Wet hiermee gewysig, met terugwerkende krag tot 13 November 1992, in die mate in die Bylae hiervan aangetoon.

J. A. VAN WYK,
Adjunkminister van Finansies.

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**Hopes for single education ministry**

The debate about a single ministry of education is coming to a head. But are all parties talking about the same thing? Diane Coetzer reports:

**SHEPHERD MADLADLANA**

Sources say the different heads of racially-based education departments have been meeting for some time to begin defining how regions would operate.

More importantly, recent information suggests an Education Policy Forum, involving officials from the department of National Education and political organisations including the ANC, is to be formed within days. This forum is likely to be charged with the task of advising government officials in the period before an interim government is in place.

Addressing the implications of a single education ministry, those involved in education have stressed that while backlogs in black education are enormous, there would be some immediate consequences.

For example, so-called “surplus teachers” in white and coloured schools would be able to find jobs in schools previously under the Department of Education and Training.

“The shortage of teachers in black schools has been completely artificial,” contends Burrows.

“If there is considered regional planning then there can be an equitable distribution of teachers in the various regions.”

“Some work needs to be done in working out formulas because, in the system we have, different formulas for teacher supply are used for the four different racially-structured departments.”

Another area where a single department should quickly benefit disadvantaged schools will be when a co-ordinating administrator appoints a common inspector.

According to Burrows an inspector inspecting schools in Rondebosch, Athlone and Langa will have to apply a common norm to that work and will have to bring a school in Langa up to the standard of those in Rondebosch.

Sadtu's Madladana has, however, stressed the need for urgency. Even one day's delay in unifying education pulls black education further into its morass, he warned.

“Overcrowding, for example, is getting worse by the minute,” Madladana said.

“As I am talking to you there are parents standing outside the gates of my school (Andile Primary School) desperate for me to admit their children.”

“We already have 1 500 children at the school and we cannot admit anymore,” Madladana said.
Education under one ministry?

By ANTHONY JOHNSON  
Political Correspondent

The government is considering installing a single ministry of education in South Africa comprising a series of regional departments.

Advertisements announcing the first steps—a resumption of rationalisation in the education department of the House of Representatives—have been prepared for publication tomorrow.

Extreme economic pressure on the state coffers has left the government no option but to continue with the rationalisation in the House of Representatives department which was abandoned after extensive teacher union opposition last year.

The government has discussed the restructuring and rationalisation of the country's colour-coded education system with the ANC and it is understood that an announcement on the revamped system could be made as early as next week.

Sources close to the negotiations said the plan involved the amalgamation of the three "own affairs" education departments for whites, Indians and coloureds under a single ministry. However, it is understood that the future of the black Department of Education and Training and the regional structuring of a new ministry remain points of contention.

Government ministers have said repeatedly that a single ministry of education was an achievable goal but no clear-cut plan has been evolved to remove the huge gaps in spending on the different race groups.

The chairman of the Ministers Council in the House of Representatives, Mr. Jac Rabele, said yesterday he was confident that the rationalisation process would be completed this year.

However, he could not say to what extent this might reduce racial disparities in spending or how many education officials might be retrenched in the process.

Asked whether the restructuring process would mean the regionalisation of education, he responded: "I imagine so."

However, he added that these geographic divisions would not necessarily coincide with political boundaries.

The Democratic Party's education spokesman, Mr. Roger Burrows, said it appeared that separate institutional departments could be set up for regions like the Western Cape and Natal, with the Transvaal being carved up into a number of regions.

He did not believe there would be a single education department in the country.
Education a priority on road back for SA

TOS WENTZEL
Political Staff

IMPROVED education from basic literacy onwards has been identified as one of Africa's prime needs by a conference of the Interaction Council.

In Cape Town yesterday the council also discussed the conditional cancellation of Africa's foreign debts.

It is considering ways in which the continent can be brought back into the international mainstream after being "marginalised in the past decade".

At a closed session of the conference at the National Gallery, some of the ills that were plaguing the continent were listed.

These include lack of democracy, rampant illiteracy, local wars, big military expenditure, huge debts, corruption and AIDS.

Comparisons with Asia were drawn by more than one speaker.

The advantages of Asia lay in its diversified economies, the emphasis on the development of agriculture and, above all, the emphasis on education.

One participant spoke of the need for stability and security on the continent. He said it was not weapons but welfare of the people that was the best guarantee of security.

There was general agreement that Africa's foreign debt should be cancelled, but under conditions.

Speakers felt that widespread corruption should at least be limited. The best weapon against corruption was a free Press and efforts should be made in that direction.

No real economic development was possible, a speaker said, "as long as so many people depend on the State".

Economic and political restructuring present the major problems.

In the discussions it was suggested that there was an unequal treatment of Africa compared to Eastern Europe.

Today and tomorrow the conference will be briefed by President De Klerk, Mr Walter Sisulu, Archbishop Desmond Tutu, Chief Mangosuthu Buthelezi and Mr Justice Richard Goldstone.
Education merger in months?

MARTIN CHALLENOR and PETER FABRICIUS
Political Staff

EDUCATION in South Africa will be brought under a single nonracial ministry and department within months, a government minister predicted yesterday.

President De Klerk could announce this when he opens parliament next Friday, parliamentary sources believe.

It will be done using legislation passed last October to enable the present white, black, coloured and Indian own affairs departments to be amalgamated.

But the government has also indicated that the black Department of Education and Training and the education departments of the six self-governing homelands will also be part of the new single department.

The move will have far-reaching consequences for education and will make an impact especially on the present unequal and racial distribution of education where spending on each white pupil is several times more than that of blacks.

Senior National Party member Jac Rabie, chairman of the Ministers' Council in the House of Representatives, said yesterday the government was moving towards one education department and he was hopeful it would be achieved during the session of parliament, starting next Friday.

He said the idea was to amalgamate all the separate offices in each region into one office which would deliver services "regardless of colour, race or creed."

"This will be one education department with one education policy."

Democratic Party education spokesman Roger Burrows said Mr Rabie's remarks confirmed what was being said in educational and political circles.

The executive directors of education were already discussing the framework of a new dispensation and it would be surprising if Mr De Klerk did not announce it next week. The creation of a single ministry would have far-reaching implications for rationalising the use of school buildings, distribution of teachers and most importantly, equalising spending.

Mr Burrows said he expected Mr De Klerk would also announce the scrapping of own affairs in other areas which would mean the creation of a single health ministry as well.

Mr Burrows said he had heard that the process of integrating education might be phased in. As a first step a single ministry could be created while the present separate departments continued for a time.

There had also been suggestions that the ultimate aim was one ministry with about ten nonracial regional departments under it.

National Education Minister Piet Marais was more cautious than Mr Rabie.

He said a lot of planning had already been done in the all education departments to fit in with President De Klerk's timetable for removing racial discrimination before the transition to a new dispensation.

The government was still evaluating specialists' suggestions about how this could be done.
Injuries: Schools told to insure

MODEL C schools have been advised to insure themselves as soon as possible against claims arising from injuries to pupils on their premises.

Dr H J S Stone, superintendent of the Department of Education and Culture (House of Assembly) said insurance against public liability would safeguard schools against claims in the event of serious injury to pupils on school grounds.

"It is the responsibility of the school, however, to look after and protect the children under its care," said Dr Stone.

Schools under the department have been given guidelines on preventing and reducing injuries.

Last year schools were given guidelines on preventing sports injuries and injuries in laboratories.

An investigation was held, because of the rise in rugby injuries in 1989.
The study proposed that one new democratic, nonracial education system should be established, consisting of a central education authority and regional bodies having their own decision-making powers.

"This will promote national unity while providing for particular religious, language and cultural needs," said the report.

"Obviously such a system would have to be in line with a new constitutional dispensation."

At present, 23 percent of the national budget, including the money allocated to the TBVC states, was spent on education. It was unlikely this percentage would rise, said the study.

Under the new system, there would be three models of schools for all pupils: those under the direct control of the State, State-supported schools under the control of a management council representative of the community and private schools with a high degree of autonomy.

One of the key recommendations is that the first nine years of schooling would be compulsory, with the State paying 95 percent of expenses. For the last three years, parents would pay a quarter of costs.

The study said the present education system did not meet generally accepted teaching principles because "an unacceptable and educationally irrelevant basis for accommodating diversity, mainly race, has been used in providing education."

Rabe envisaged that legislation would be passed during this session of Parliament for a single education department and there would be one Minister of Education.

He said the education departments of the six self-governing states would also be included in consolidation plans.

President de Klerk could announce the creation of a single system when he opens Parliament on Friday.

Officials of the various education departments have already held discussions on joining forces.
Regional power strategy unveiled to re

Education

The plan at a glance

Major recommendations include:
- Race should not feature in a future education system and educational opportunities must be just;
- A system of nine years’ compulsory schooling financed largely by the State could be in place in a decade if certain structural changes are made to the education system;
- The demand for student places at universities and technikons means that a fresh look has to be taken at admission requirements, but setting stricter admission requirements is not feasible yet;
- The needs of children affected by political disturbances in schools could be met by establishing community colleges;
- Serving teachers with low qualifications and those with proven competency should be granted senior certificate status as a bridging measure to enable them to further their studies;
- The university and technikon advisory council should investigate the academic support and bridging programmes offered at these institutions and advise whether they should not rather be offered at other institutions.

In terms of the strategy, regional authorities will get their own power and decision-making autonomy in a central education system.

This will promote national unity while allowing for particular religion, language and culture needs, the report says.

"Such a system must naturally fit in a new constitutional system," according to the report.

Compulsory education for all for at least nine years should be financed to the extent of about 95 percent by the State.

A "dramatic extension" of the role of distance education for teachers and senior secondary schools and a structured system of vocational education and training are also envisaged for technikons.

The report says a streamlined and simpler qualification structure for teacher education needs to be developed, providing for a minimum of three years’ appropriate teacher education after completion of the Senior Certificate.

Also envisaged is a system of "internship” during teacher training in line with other professions, and an extended role of technikons in teacher education.

A number of programmes at universities and technikons have to be re-allocated, where necessary, in line with existing general policy.

"This will eliminate unnecessary duplication and ensure greater cost-effectiveness."

A revised qualification structure for technikons, including the possibility of degree study in certain fields and an expanded role for technical colleges are also envisaged.

Technical colleges could function as transfer colleges to technikons by offering the first two years of tertiary study and bridging programmes to prepare students for the demands of university and technikon study.

Educational financing models show that a compulsory and mainly State-financed year of pre-school training is not attainable because of the large numbers of pupils involved.

A task force representative of all the major role players will nevertheless conduct a national investigation into providing pre-primary education.

Community involvement in education is essential to ensure an acceptance of the education system, the report says.

A careful analysis of present approaches to building classroom and other school buildings shows that greater cost-effectiveness is possible without compromising standards.

Space and cost norms could be scaled down by as much as 25 percent and school buildings could be provided in informal settlements which lend themselves to upgrading and permanency should the need arise.
ALL eyes will be focused on President FW de Klerk today to see if he gives effect to the promised sweeping education reforms when he opens what could be White South Africa's last parliamentary session.

This week, National Education Minister Piet Marais unveiled the cabinet-approved version of the Education Renewal Strategy (ERS), the government's blueprint for change.

Despite the media hype, however, the document does not differ much from an earlier version of the ERS, released for discussion in June 1991.

Then the government committed itself to abandoning race as a cornerstone of apartheid education, scrapping "own affairs" departments and installing a central education authority with regional departments. One-and-a-half years later there has been no movement along this road.

Asked at the Cape Town media conference on Tuesday when the government would begin phasing out race-based education, Marais said De Klerk may make an announcement to this effect "in the near future".

He said it was "rather difficult" to set a date by which the state spending disparity on black and white pupils — currently 4,24:1 — would be scrapped.

"The development of a new system need not wait for an interim government. But it would be irresponsible not to take the key stakeholders with us," Marais said. "We will have to be careful not to move too far away from the constitutional field."

Extra-parliamentary groups have not been part of the consultative process. Marais said the government had "exchanged views" with the National Education Conference, a representative education forum established in March last year. However, the views of its constituents — among them the African National Congress and Pan Africanist Congress — were not part of the ERS report.

"Even if I should make an announcement that everything in the document should be implemented, it lacked legitimacy because there had been little consultation "on the ground. Once again, the major sectors have been left out."

Rural Education Forum spokesman Ken Margo pointed out that the document ignored the provision of schooling for children on privately owned farms, making nonsense of its purported commitment to equal education opportunities for all. "The present policy is to leave this responsibility to the farmer or landowner. As a result, only 450 000 out of over one-million children on farms receive an education."

Since June 1991 the Department of National Education has added to the ERS a financial plan and greater emphasis on career development and guidance, special-needs education and community colleges.

The plan includes provision for:

- Nine years' compulsory school education, from the age of six or seven years to the age of 15 or 16.
- Because of the present economic climate, the state will not be able to provide an extra year of pre-primary education.

The ERS promises a national task group to investigate this area.

- Parents paying an average of five percent of a child's education expenses each year. In the past three school years, they will fund a quarter of expenses.

- Financing norms for school buildings to be scaled down by 25 percent.

- Costs on teacher education to be cut by increasing student/lecturer ratios from 10:1 to 18:1 and by more distance learning.


- Bringing all teachers up to a qualification level of at least three years' post-matric training within 20 years. By 2003, 81 percent of teachers should have reached this qualification level.

- The expansion of the technikon system, and more flexibility between tertiary institutions.

- The shifting, by the year 2005, of about 40 percent of learners to distance education or vocational training for the final three years of school.
Govt will lift veil on education

BY ANTHONY JOHNSON
Political Correspondent

The government will announce proposals today for sweeping changes to the education system.

The Minister of National Education, Mr Piet Marais, will hold a press conference on the next phase of the government's "education renewal strategy."

He is expected to spell out plans for a single education system and the financing of education.

The government has been involved in intensive discussions with other political parties and education authorities about reforms to the system. There has been speculation that President F W de Klerk could further lift the veil on government plans to rationalise the "own affairs" education departments when he opens Parliament on Friday.

1 000 protest at DEC office — Page 3
Proposals to merge 14 different departments

New education plan

By Ismail Lagardien
Political Correspondent

THE GOVERNMENT yesterday edged closer to creating a single education system.

In a report tabled in Parliament by Minister of National Education Mr Piet Marais the Government envisages a gradual phasing out of the 14 education departments and creating a single department with a central authority as well as attaining parity in spending between black and white pupils.

While it is expected that President FW de Klerk may announce the creation of one education department when he opens Parliament on Friday, in terms of Marais’ Education Renewal Strategy document-parity in spending could take up to 10 years.

Renewal Strategy document says parity in expenditure could take 10 years:

It is expected that South Africa will attain a three percent growth rate by 2000, at which time six percent of the Gross Domestic Product will be used for education, Marais said.

The ERS envisages a single education system with the Government providing 95 percent of the first and compulsory nine years of education. Parents will have to pay a quarter of the costs of the last three years of education, Marais said.

The envisaged system will provide for three models of schools: those that are under the direct control of the State; State-supported schools under management council representative of the community; and private schools that enjoy a high degree of management autonomy.

Marais said there was no need to wait long for the start of deracialising the school system, "but completion will take a little longer".

Legislation underpinning the 14 education departments has to be amalgamated and reduced to five or six manageable pieces of legislation.

"But one thing on which we have general agreement is that we need to remove the racial aspect from education as soon as possible."

He said only De Klerk and the Cabinet could dissolve education departments into one and that the ERS was the beginning of the end of apartheid education.
A Revolution that begins in the mind
Education plan gets good marks from most groups

By Phil Molefe and Political Staff

The Government’s report on a future education system, released in Cape Town yesterday, has been given the thumbs-up by a wide range of organisations.

But the Conservative Party has threatened to rally whites against it.

Except for the CP, a number of political and educational organisations — including the ANC, the Democratic Party and the National Education Co-ordinating Committee — welcomed the report, named “Education renewal strategy: management solutions for education in South Africa”.

Some commentators have hailed it as an indication of the Government’s seriousness about educational reform.

The CP, however, accused Pretoria of attempting to preempt the ANC-SACP alliance in achieving a unitary state, and said the report came at a time when Afrikaners and others were demanding the right to self-determination.

CP education spokesman Andrew Gerber, whose party will voice its strong objection to the report in Parliament next week, said Afrikaners and whites would pay the greatest price for this move in the form of reduced standards and higher educational costs.

“The CP rejects one education system for South Africa. It is against all educational principles. It can also not succeed in practice in a country which accommodates such huge cultural and ethnic differences.

“Through the policy document, he said, revealed what his party had forecast: a doubling in the size of classes at schools and training colleges and a resultant lowering of standards.

However, ANC education department head John Samuels said the Government was moving in the right direction in addressing the country’s educational problems. Pretoria, he said, had not imposed the document on other political players but had released it as a discussion document.

DP education spokesman Roger Burrows hailed the report as a vindication of the DP’s policy down the years.

Shift

Burrows said while certain aspects of the proposals could be criticised, they represented a major shift away from racial thinking in education, towards a more equitable consideration of the country’s population.

Support also came from the National Party, which said the report brought greater clarity on the future of education.

In a statement issued by its federal information office, the NP said the political basis of the strategy rested on the removal of racial discrimination and the application of democratic principles.

National Education Co-ordinating Committee general secretary James Maseko also welcomed the report, but warned against the early implementation of any of the recommendations. Maseko said issues such as the financing of a new education system had to be tabled at a national forum on education.

Sweeping changes contained in the report include:

- An education system with a central authority and regional education authorities with their own decision-making powers.
- Equal opportunities and the elimination of backlogs.
- A system that will promote national unity while providing for particular religious, language and cultural needs.
- The introduction of at least nine years of compulsory education for which the State takes primary responsibility.
- A dramatic extension of the role of distance education, especially in teacher education and for providing adult basic education to those adults who have not completed basic schooling.
- Expanded learning opportunities in vocational training.

The report contains a standpoint taken by the Government which breaks away with the past: “Race should not feature in structuring the provision of education in a future education system for South Africa and justice in the provision of educational opportunities must be ensured.”

While the State will bear the responsibility of eliminating backlogs in education, the report acknowledges the co-operation that is needed, with all other interested parties to tackle this problem.

The report is the result of a co-operative effort in which various groups and individuals with a stake in education were invited to participate and make their input on the future education system.
FW to act swiftly on education

Political Staff

SWIFT moves towards the creation of a single non-racial education system are expected, after the government unveiled a new strategy for non-racial education.

The ANC has given its approval to the gist of the strategy, backing prospects that it could soon be implemented.

The strategy sounds the death knell for apartheid teaching and launches a major effort to make education equal and affordable to all.

Schooling will be compulsory — and 95 percent State funded — for the first nine years.

The last three years of schooling will be voluntary and 75 percent state funded.

The Education Renewal Strategy (ERS), Management solutions for education in South Africa, was released in Cape Town yesterday by the Minister of National Education, Piet Marais.

Other sweeping changes contained in the ERS include:

- An education system with a central authority and regional education authorities that have their own decision-making powers.
- Equal opportunities and the elimination of education backlogs.
- A system that will promote national unity while providing for particular religious, language and cultural needs.
- A dramatic extension of the role of distance education, especially in teacher education, and for providing for adult basic education to those adults who have not completed basic schooling.
- Expanded learning opportunities in the vocational training sector.

Government and other parliamentary sources believe that President De Klerk may set the ball rolling when he opens parliament on Friday by announcing the scrapping of the own-affairs structure which underpins the present apartheid education system.

National Education Minister Piet

Marais hinted at this when he unveiled the new education plan yesterday.

He said the cabinet the still had to take certain decisions about implementing the strategy, but that he would be able to comment further next week in parliament.

This suggests that the cabinet will make some decision at its meeting here today.

Mr Marais made it clear, however, the cabinet had already given its approval in principle to the strategy which was drafted by a committee of education experts.

The head of the ANC's education department, Mr John Samuels, noted the government's new-found willingness to do things differently.

"They have not imposed the document on us. It is simply a discussion document," he said.

"It is encouraging to see that they have listened to many of the criticisms that were aired when the first ERS report was published."

On the education front, the National Education Co-ordinating Committee and the Teachers' Federal Council welcomed the report and said it would invite further discussions and inputs.

Democratic party education spokesman Roger Burrows said it represented "a major shift away from racial thinking in education".
"Thinking skills' found around globe

THE "silent revolution" of thinking skills is happening in South Africa.

An education organisation called Upgrading of Teaching, Training and Learning Trust, set up in 1988, has devised a manual to introduce thinking skills in local schools. Pilot projects integrated with English and mathematics are being run at selected schools in KwaZulu and QwaQwa.

The "subtle mass mobilisation" started in Venezuela in 1979 when its government appointed Dr Luis Alberto Machado to a temporary post of Minister of Human Intelligence Development. His assistant, Beatriz Capdevielle, asked her mentor, Dr Edward de Bono, to modify his thinking-skills package for school curricula.

The revolution spread from Venezuela to other South American countries. It is practised in some Western countries. Capdevielle introduced thinking tools into Chinese primary schools. Some West African countries have been using skills modified to suit their needs.
AN economic scenario plan for education spending released yesterday predicts that full financing of high schools will be impossible by 2002 if SA does not maintain a 2% annual growth rate until then.

The plan assumes that at least 62% of scholars will receive nine years' school education, 95% of it financed by the state. It also assumes 75% of the last three years of schooling will be state financed. 

Assuming the government's education renewal strategy is put into practice, SA requires at least a three percent annual growth rate to continue financing tertiary education.

The learner:educator ratio would be increased to a level of 35:1 at primary schools and 32:1 at secondary schools.
Major change for education

By BARRY STREEK
Political Staff

SWEEPING changes, which will alter the face of education in South Africa, were announced yesterday by the Minister of National Education, Mr Piet Marais.

Mr Marais said the cabinet had approved the far-reaching strategy document, but decisions had not yet been made on implementing specific proposals in it.

"We are committed to doing away with racial discrimination in education and I can say that the start of that process will not be too far in the future," Mr Marais said.

"We need not wait long for the racial elements to be removed, but other aspects will take some time to implement," he added.

The plan includes provisions for a non-racial system with one overall minister, with parents, on average, paying only five percent of schooling for nine "compulsory" years.

Control by a single department

This will increase to an average of 25% for children completing the final three years.

The plan also envisages a number of regional education departments with a centralised authority controlling standards for curriculums, funding and examinations.

Three school "models" are proposed:
- State schools directly controlled by the state;
- State-supported schools under the control of the management council representative of the community, and
- Private schools with a very high degree of autonomy.

Mr Marais stressed that the plan would now be the subject of "further investigation, consultation and detailed planning" with organisations like the ANC, PAC and the National Education Crisis Committee.

The ANC last night approved of the overall plan, particularly the nine years compulsory education.

ANC education spokesman Mr Lindelwa Mabandla said it was a "realistic attempt" to solve the education problem and called for an urgent start to negotiations.

The Democratic Party and the NEC also responded warmly.

DP education spokesman Mr Roger Furrows said the proposals represented a major shift away from racial thinking.

The Conservative Party rejected the plan saying it was a recipe for conflict.

CP education spokesman Mr Andrew Gerber said his party rejected a single education system for the country.

Afrikaners and whites would have to pay the biggest price for the change in policy, he said.
ERS flawed by apartheid's legacy

By Ismail Lagardien
Political Correspondent

The Education Renewal Strategy announced this week is a mixture of the new thinking and old protectionism that have become the hallmark of the National Party government.

The plan, which could come to fruition after 2000, is as delicate as it is far-reaching in that it strives for a central governance body through a morass of still-to-be-resumed negotiations.

It envisages, primarily, an education system for the next South Africa which is non-racial and with fair opportunities for all pupils in the country.

While it makes room for non-racialism, the plan's biggest flaw is that it leaves opportunity for racial exclusivity under the rubric of freedom of association.

Standpoint 2.2 of the ERS says: "A new education system should promote and express national unity. Bearing in mind the non-racial basis of a new education system, provision will have to be made for the accommodation of diversity based on internationally recognised and educationally relevant basic human rights such as mother tongue education, freedom of religion and the practice and transmission of an own culture. Freedom of association must consequently form a cornerstone of the new education system."

Human Research

This standpoint is the result of an investigation into education in South Africa that was conducted by the Human Sciences Research Council.

The HSRC established that the basic question in creating a new education system for South Africa was that of the type of macro-structure which would best serve the country and an envisaged new system.

These objectives were listed as:

- Equal opportunities;
- The promotion of national unity;
- The recognition and accommodation of language, cultural, religious and other legitimate interests;
- The elimination of discrimination on the grounds of race, colour and gender;
- The provision of manpower for national needs;
- The forming of whole human beings; and
- The sharing of responsibilities for the provision of compulsory education:

Education between the state and interested sectors such as the present community.

These objectives reach towards universal appeal, but could encourage, for example, the perpetuation of Calvinist-inspired moralities, the very sentiment that spawned apartheid.

In poor rural areas, where schools exist for the children of white farm owners separately from those for the children of black labourers, apartheid could be retained on the micro-level.

The same can be said about the ERS decentralisation objectives, which places regional and local decisions at the behest of people who are already entrenched in power structures.

However, between busing as a means of forcefully integrating schools and the present system, the most viable short-term solution does perhaps lie with the gradual change of the actual system before continuing to the actual integration of schools.

The ERS scenario does, nevertheless, extend the debate a lot further than it has been before.

It envisages that:
- Race should not be a feature in any future education system;
- A system of nine years compulsory school, financed largely by the state and which could be in place within 10 years if relative growth in the economy is achieved;
- A fresh look at admission requirements for entrance to universities and technikons;
- The university and technikon advisory councils investigate the academic support and bridging programmes they have to offer and advise whether they should not be offered at other institutions; and
- The needs of children affected by political disturbances in schools be met by the establishment of community colleges.
ERS: Azapo not impressed

"CHANGING socks without washing does not stop the feet from smelling" said the Azanian People's Organization yesterday in response to the Government's Education Renewal Strategy.

The cure for South Africa's educational ills was a centralised, unitary education system offering free and compulsory education, said publicity secretary Dr Gomolemo Mokie. He said the Government did not have the moral stature to implement such a system. Only a popular democratically elected majority government would have the moral high ground to repair damage inflicted on education in South Africa by racism, said Mokie.
2-day voter education workshop

A two-day voter education trainers' workshop will be officially opened in Johannesburg on Saturday, the United States Information Service said yesterday.

Workshop participants will receive an election kit containing a motivational/educational video, trainers' manual, a collapsible cardboard polling booth, and ballot forms which will be used to train second-level trainers, known as "community educators".

© Sapa. 28/11/1993
Voter education workshop

A TWO-DAY voter education trainers' workshop will be officially opened in Johannesburg on Saturday, the United States Information Service said yesterday.

Workshop participants will receive an election kit containing: a motivational/educational video, trainers' manual, a printed cardboard/polling booth and ballot format containing actual South African political parties which will be utilised to train second-level trainers.
Alarm over plan to cut rate subsidies

By YVETTE VAN BREDA

Some private schools may close, sports clubs would be plunged into financial crisis and parishioners will have to cough up more at Sunday collections.

This is the likely effect of the city council’s proposal to withdraw rate subsidies to institutions presently exempt from paying property rates.

The proposal was disclosed during a meeting on Tuesday night between the council and ratepayers to discuss the council’s budget for the coming financial year.

City treasurer Mr Edie Landsberg said yesterday he did not know when the ordinance would be changed but the move had been “on the cards for three years”.

The difference between the current ordinance and the proposed one is that the council could decide whether an organisation qualified to have its rates paid by the city and would then give the qualifying bodies grants-in-aid in lieu of rates after evaluating each application individually.

The national director of Independent Schools (which includes Bishops, Herschel and St Cyprians), Mr Mark Henning, warned yesterday that private schools might have to close down if forced to pay rates.

The managing director of the WP Cricket Association, Mr Kevin Commins, said the association leased the Newlands cricket ground from the WP Cricket Club and in terms of the lease would be liable to pay any rates due on the grounds.

Mr Ashton Campbell, Administrator of the Presbytery of Cape Town, controlling 25 Presbyterian and nine United churches, said: “People in the pew are going to have to foot the bill. The church cannot afford to pay rates.”

Govt assures private and Model C schools

Political Staff

The government has made it clear that private schools and Model C schools will not be expected to pay municipal rates until another “arrangement” has been negotiated.

The Minister of Education and Culture in the House of Assembly, Mr Piet Marais, said last year that Model C schools would not remain government-owned properties, but would not pay rates until a new system had been negotiated.

He also said “private schools will not be expected to pay municipal rates until another arrangement has been negotiated”.

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White schooling will not suffer - ANC and govt

THE ANC and government have allayed parents' fears that promises to end discrimination in education expenditure will lead to a drop in white academic standards.

This contradicts CP claims that government's new education strategy — which is aimed at achieving parity within a decade — would lead to a decline in standards, higher pupil-teacher ratios and a further reduction in the white teacher corps.

CP spokesman Andrew Gerber said his party would rally whites against the new policy because increased costs for parents would mean many talented white pupils would be excluded from schools.

Although the education renewal strategy document was met with approval from a wide range of organisations, Azapo yesterday also criticised it, commenting that "changing socks without washing one's feet does not stop the feet from smelling".

Only a popular, democratically elected majority government would have the moral high ground to repair the damage inflicted on education in SA by racism, Azapo spokesman Gomolemo Mokae said.

The new policy is to be debated during Parliament next week and will be widely negotiated — but its chances of being implemented have been boosted by the ANC leading its support in principle.

In releasing the document Education Minister Piet Marais emphasised that although the transformation to an equal, nonracial system of education — with equal per capita spending on black and white pupils — was an urgent priority, it could not be achieved overnight.

And it was essential to maintain high academic standards in some sectors as it benefited the whole community in the long run, Marais said.

Government at present spends about four times as much per capita on white education as it does on black education.

ANC education head John Samuel agreed that while a new structure was being created the existing education system should not be damaged.

He said that both the state's report and ANC policy envisaged that black education would be upgraded not at the expense of white education, but through a more effective allocation of available resources.

Transvaal English Medium Parents' Association (Tempa) chairman Jack Gordon said parents did not believe the proposals would lead to a decline in the standards of white education, but he suspected that parents could be called on to make a higher contribution to school fees.

Saniam chief economist Johan Louw told Reuters in an interview that the education strategy was dependent on a political settlement and a long-term economy growth rate of 3% to 4% compared with recession-driven estimates of around 1.5% for 1993.

"We need a growth rate of at least 5% to make a dent in our unemployment. It will really need a big effort ... and it will depend on determined action to to redress our shortcomings: low productivity, lack of competition and the tax system."

Louw said his projections, based on a political settlement, were of up to 2.5% growth in each of the next five years, followed by five years of higher growth.

Education spending, based on a level of 6% of GDP, is set to rise by R11bn to R33bn by the year 2003.

Sapa reports that Marais told Parliament yesterday R38,69m had been paid by October 26 last year in school fee assistance to parents of children attending Model C schools. In a written reply to a question, Marais said 48,944 applications out of 53,304 for such aid had been approved.
EducationalistwarningstoAfrica

Aim to develop and retain skilled labour ■ TswanaNationalAcademicForSoweto

must be stopped at all costs.

Brain Drain Exodus of skills from Africa

By MzikhaloMalunga

International scientific associations are some of the

and research and educational participation in

countries, particularly for universities and

the number. Because in certain countries can be

degree may soon become the norm of the world.

In many countries, a higher degree of a
documentation is required. Universities in

regional labour markets. Higher degrees are

universities and the need for international

are expected to help solve the problems of higher

systems. These degrees are expected to have a
direct influence on the country's economic

are expected to help solve the problems of higher

institutions of higher learning. Among

measures African governments could apply to

28/11/93

Business

SOWETAN Thursday January 28
(2) Except with the special permission of the Council the lapa shall not be leased to any person or body of persons for a greater number than seven individual days in any one calendar month.

31. APPLICATION FOR HIRE
   (1) No reservation for the lapa shall be made for more than three months in advance.
   (2) The lapa shall not be let or used, either primarily or secondarily for any church services, sporting activities, political or party political meetings or any other meeting which may result in violence or any violence related activities.

32. SPIT-BRAAIS AND FIRES
   (1) No person shall make any fire in the lapa except at the places and in the containers designated and installed for the making of fires.
   (2) The equipment for spit-braais shall be placed outside the building at the place designated therefor and shall not be placed on the grass outside and around the building.
   (3) The spit-braai shall be installed and operated in such a way that no fat or any other substance lands on the paving.

33. TRADING
   (1) No refreshments or drinks shall be hawked or offered for sale in or at the lapa.
   (2) No pedlar of street-vendor shall ply his trade in or at the lapa.
   (3) No person shall beg or ask for alms in or at the lapa.
   (4) No person shall gamble, participate or present gambling or games of chance in or at the lapa.

34. GENERAL
   (1) No person shall be allowed to carry a firearm or to discharge any fireworks in, at or around the lapa without the permission of the council.
   (2) The hirer shall not charge any entrance fees for any function that he is presenting at the lapa.
   (3) The lapa shall be closed to the public on Mondays and all religious public holidays.

A. W. HEYNEKE,
Town Clerk.
Civic Centre
Cross Street
GERMISTON.
(Notice No. 4/1993)
(29 January 1993)

BOARD NOTICE 14 OF 1993
CITY COUNCIL OF GERMISTON
AMENDMENT TO THE BY-LAWS FOR THE REGULATION OF LOANS FROM THE STUDY LOAN FUND

The Town Clerk, in terms of section 101 of the Local Government Ordinance, 1939, publishes the by-laws set forth hereunder that have been made by the City Council of Germiston, in terms of section 96 of the said Ordinance.

RAADSKENNISGEWING 14 VAN 1993
STADSRaad VAN GERMISTON
WYSIGING VAN DIE VERORDENINGE VIR DIE REGULERING VAN LENINGS UIT DIE STUDIELENINGSFONDS

Die Stadsklerk publiseer hiermee ingewolke artikel 101 van die Ordonnansie op Plaaslike Bestuur, 1939, die verordeninge hierna uiteengesit wat ingewolke artikel 96 van genoemde Ordonnansie deur die Stadsraad van Germiston opgestel is.
The By-laws for the Regulation of Loans from the Study Loan Fund of Germiston Municipality, adopted under Administrator’s Notice 581 of 21 May 1980, as amended, are hereby further amended as follows:

1. By the amendment of section 3 as follows:

   "The Council may grant loans to officers in its service for studies during a particular academic year at the educational institutions referred to in section 79 (51) of the Local Government Ordinance, 1939, for the purpose of assisting such officers with such studies.

   A loan may only be granted once for a particular subject, course and/or year course; if an officer is unsuccessful or does not sit for the examination in a particular subject, course and/or year course, the course has to be repeated at his/her own expense.

   An officer with a valid reason for not completing his/her course and/or sitting for examinations (i.e. due to illness or military service), may be awarded a loan according to merit. The head of the department will confirm in writing whether a particular loan should be re-allocated or not on grounds of special merit; the decision of the departmental head will be regarded as final.

2. By the substitution for section 6 of the following:

   The loan shall only be used in payment of the normal educational institution fees payable in respect of the studies concerned and includes registration fees, tuition fees, examination fees, (re-examination fees excluded) overseer’s fees and practical work fees as well as boarding and lodging fees, provided the officer can present proof that the practical work as well as the boarding are compulsory for obtaining the particular approved study course.

3. By the amendment of section 13 as follows:

   3.1. An officer who completes an approved study course at his own expense, may be refunded such expenses, on submitting proof of his/her passing the relevant course.

   3.2. (a) An officer who joins the service of the Council and completes an approved study course at his own expense, may be refunded such expenses as set out in 3.1 above, only with regard to expenses incurred during the academic year in which he entered Council’s service.

   (b) Such an application will be considered after submission of the following:

   (i) Receipt of study fees paid.

   (ii) Qualification certificate.

   (iii) Evidence that the previous employer did not reimburse the officer for the studies in question."

Die Verordeninge vir die Regulering van Lenings uit die Studieleningfonds van die Munisipaliteit Germiston, aangeneem by Administraturskennissgewing 581 van 21 Mei 1980, soos gewysig, soos volg gewysig word:

1. "Deur artikel 3 soos volg aan te vul:

   Die Raad kan lenings toeken aan beamptes in sy diens vir studie gedurende 'n bepaalde akademiese jaar aan onderwysinrigtings genoem in artikel 79 (51) van die Ordonnansie op Plaaslike Bestuur, 1939, vir die doel om sulke beamptes te help met sodanige studies.

   'n Lening word net een keer vir 'n bepaalde vak, kursus en/of jaar kursus toegeken; dit wil sê indien 'n beampte onsuksesvol is of nie eksamen afgê in 'n bepaalde vak, kursus en/of jaar kursus nie, moet dit op eie koste herhaal word.

   'n Beampte wat as gevolg van 'n grondige rede (byvoorbeeld siekte, militêre diens ens.) nie die eksamen of kursus kan afgê nie, kan vir 'n heraansoek op grond van meriete oorweeg word. Die departementshoo bevestig skriflik of 'n lening op grond van verdiensteidskheid hertoegeken moet word al dan nie; die bestissing van die departementshoo sal as finaal beskou word.

2. "Deur artikel 6 met die volgende te vervang:

   Die lening moet slegs aangewend word ter verëffening van die normale onderwys-inrigting egelde ten opsigte van die betrokke studies en sluit in registrasiegeld, onreggelgeld, eksamengeld (hereksamen-geld uitgesluit) opsittergeld en praktikageld, asook die verblyf koste daaraan verbonden mits die beampte bewyse kan lever dat die praktika asook gepaardgaande verblyf verplig is in die verwerving van die bepaalde goedgekeurde studiekursus.

3. "Deur artikel 13 soos volg te wysig:

   3.1. 'n Amptenaar wat op sy eie koste 'n goedgekeurde studiekursus voltooi het, kan terugbetalings van sodanige koste ontvang by bewyslevering dat hy die bepaalde kursus geslaag het.

   3.2. (a) 'n Amptenaar, wat tot die Raad se diens toetree, wat op eie koste 'n goedgekeurde studiekursus voltooi het, kan terugbetaling van sodanige koste ontvang, soos in 3.1 beskryf, slegs ten opsigte van die koste aangegaan in die akademiese jaar waarin hy tot die Raad se diens toetree het.

   (b) So 'n aansoek kan oorweeg word na voorreg van:

   (i) Kwantansie ten opsigte van studiegeld betaal.

   (ii) Kwaliifikasiesertifikaat.

   (iii) Bewyse dat die vorige werkgewer nie reeds vir die studies betaal het nie."

A. W. HEYNEKE,
Town Clerk.
Civic Centre
Cross Street
GERMISTON.
(Notice No. 9/1993)
(29 January 1993)

A. W. HEYNEKE,
Stadsklerk.
Burgersentrum
Cross-straat
GERMISTON.
(Kennissgewing No. 9/1993)
(29 Januarie 1993)
Q: Can we still blame apartheid for the problems experienced in education?

A: Yes, definitely. The problems we have to deal with now are still essentially the same ones. A total lack of management capacity to ensure that the system operates efficiently. This only exacerbates the lack of legitimacy that the Department of Education and Training faces, especially in the black community.

There is a serious shortage of qualified teachers in black schools, which is extremely ironic since the Government is retrenching thousands of highly qualified white teachers and wasting a very precious human resource which will cost the country dearly.

Black schools still experience a great shortage of educational resources, human, material and physical, and of basic teaching facilities. Despite Government textbooks, blackboards, laboratories, libraries and classrooms, where the average teacher-pupil ratio is 40 or 60 to one in black schools, it is only 18 to one in white schools, where the classrooms have a capacity of 30.

This means there is an average of 12 seats open in each white classroom. There are still a lot of white schools standing empty, while in many rural areas children are still taught under trees because of the lack of classrooms.

Black teachers have to cope with overcrowded classes while some of them still haven’t received their salaries for months. They often have to wait two to three months to get paid. All these factors culminate in a decline of the morale of pupils, teachers and parents. Students not only lose confidence in the system, but also in themselves as individuals. And even if they pass examinations, they realise that their education does not guarantee them admission to the tertiary institution or future employment.

We have to start asking ourselves if we can still afford to throw more than 200,000 children to the streets with no prospect of employment opportunities for tertiary education.

Q: In some circles, strategies like boycotts, teacher strikes and stay-aways used by your organisation and its affiliates like Cosas and Sato are criticised for aggravating an already unbearable situation.

A: We never call for students to take to the streets just for the sake of it. People tend to think, when pupils and teacher strikes do not embark on mass action, that there is nothing taking place in the schools. This is far from the truth. It is usually the existence of circumstances that make learning impossible and leads to mass action in the first place.

The country should not run away from the fact that pupils and teachers have become impatient for fundamental change, that is why they are still pressurising the Government to address the injustices in black education. And if these imbalances and short-term needs are not addressed this year, we are likely to be heading for a complete collapse in black education.

Q: What is your organisation’s contribution to alleviating the crisis?

When the NECC was formed in 1985 we functioned as a crisis committee to interface grassroots structures and the state in the education crisis. But we soon realised that the major task facing the country was not just to resolve the crisis but to restructure and transform the education system in its totality.

That is why we have established Education Policy Units (EPUs) at the universities of Natal, UWC, Fort Hare and Wits. Their main task is to conduct research on future education policy for the whole country.

In addition we have also launched a People’s Education Programme (PEP) aimed at embarking on grassroots-based educational debates on introducing qualitative changes in education. As part of PEP we have established subject commissions to conduct research and workshops on curriculum reform. Three books have been published by some of these committees on the subjects of mathematics, history and English.

Then we have also launched a programme called Educational Institutional Governance Programme to establish democratic structures of school governance, like the Parent Teachers Student Associations (PTSAs) who provide training for those involved in school management.

There is the Back To School Programme which provides extra tuition for students and produces alternative support material like study guides and past examination question papers.

Our Open Schools Programme was launched to advocate the opening of schools to all South Africans and to begin concretely to prepare for the establishment of a single education system that will bring totally new challenges to all of us in education and we have to be prepared for that.

But our major contribution was the launch of the National Education Policy Investigation, which was a two-year research project on future policy options for education.

* This article has been shortened and is published with permission from The Vrye Weekblad-Sowetan quarterly State of the Nation report.
JOHANNESBURG. — Forty-six Department of Education and Training schools which still do not have stationery have been promised the books will be delivered to them by today.

The undertaking was given yesterday by the Director of Administration in the DET's Johannesburg region, Mr. Giep van den Berg.

He said by Wednesday 324 of the region's 370 DET schools had received books and stationery. — Sapa
Non-racial system for schools in April

Political Correspondent

ALL schools are being brought under the control of a new non-racial education system which is to be phased in from April 1 under a streamlined transitional administration.

They will be assisted at national and regional levels by authoritative bodies representative of a wide spectrum of interested parties.

President De Klerk has set March 31 next year as the deadline for completing a process of "re-arranging and rationalising the existing education system into new executive regional departments".

The aim was to create a "completely new dispensation".

The new scheme was not being introduced to influence the direction of constitutional negotiations. The entire process would be managed in conjunction with negotiations.

Full details would be announced soon.

Education would continue to be provided by the existing departments during the transition.

The present Department of National Education would continue to exist but an "expert, streamlined transitional administration" under a Minister and accounting officer would be established on April 1.
Ultimatum to govt to join schools crisis forum

KATHRYN STRACHAN

THE National Education Co-ordinating Committee (NECC) has given government an ultimatum that it has until today to commit itself to a forum aimed at ending the turmoil in schools.

NECC general secretary James Maseko told a news briefing yesterday that while the education renewal strategy released by government earlier this week made important contributions, its aim was to bring about long-term change. In the meantime an urgent intervention had to be made to rescue the present crisis.

"We are running out of time and unless drastic steps are taken in the next few months we will see a total collapse of education this year," said Maseko.

He said it was vital that a national education forum — which should have the authority to implement its resolutions — be established within two weeks.

He said the National Education Conference — consisting of 18 organisations, including the NECC — met two weeks ago, and government officials undertook then to respond to the proposal today. National Education Minister Piet Marais said problems facing schools could be resolved through existing consultations between government and the National Education Conference.

NECC publicity officer Desmond Thompson said the NECC suspected government was reluctant to commit itself to the forum because it would involve sharing its power to implement decisions. Instead government favoured a "toothless" advisory body.

One of the most urgent problems which needed to be addressed by such a forum was the shortage of textbooks, said Maseko. Although Department of Education and Training (DET) pupils had been back at school for almost a month, many schools had still not received their books. Maseko said he feared a repeat of last year's problem where many schools had to wait until June before they received their books.

But after a delegation of school principals, students and teachers visited the Johannesburg regional DET offices this week, they extracted a promise from the DET that the books would be delivered today.

DET spokesman Geoff Makwakwa explained that last year's shortage had been brought about by the flood of people to the urban areas, resulting in bigger classes.
Second time success for strategy

By Rehana Rossouw

THE Education Renewal Strategy (ERS) might have failed in its first attempt, but its second has been welcomed by most educationists and political organisations.

While certain aspects of the plan are still open to criticism, the government's stated will to eliminate racial inequalities in education has gained it some respect.

ANC education spokesperson Mr Lindelwa Mabandla said the ERS was a realistic attempt to solve the education crisis.

Mabandla called for the resumption of negotiations to make the implementation of non-racial education a reality.

National Education Co-ordinating Committee general secretary Mr James Maseko welcomed the government's entry into the debate on a single education department.

However, he warned against the early implementation of any of the government's recommendations and said issues such as the financing of a new education system had to be tabled at a national forum on education.

The Democratic Party welcomed the document, but was concerned at the lack of political will to eliminate racial inequalities.

DP education spokesperson Mr Roger Burrows said: "While certain aspects of the proposals can be criticised, they represent a major shift away from racial thinking in education towards a more equitable consideration of our total population."

While the proposal to "eradicate the most important backlogs in education over a period of 10 years from 1993 to the year 2003" might technically be the way to do it, it was politically unacceptable.

The National Party welcomed the ERS as it brought greater clarity on the future of education.

Provision for greater participation and authority by local communities, as well as providing for language, culture and religious needs in a plural society such as South Africa, is to be welcomed, the NP said.

Urgent decisions and actions over the future handling of education are necessary, the 'Teachers' Federal Council said in its comment.

The Conservative Party rejected a single education system, the CP's spokesperson on education, Mr Andrew Gerber, said.

He said the new educational system was an attempt by the government to pre-empt the ANC/SACP alliance in the realisation of a unitary state.

The CP would do everything in its power to mobilise the Afrikaner nation and whites against this "foolish direction".
Govt maps out path for change

THE release of the Education Renewal Strategy (ERS) document this week brought the government one step closer to progressive education policymakers.

It has expressed clearly its will to usher in a new education deal. The major stumbling block to their grand plans will be financial.

The ERS constitutes the government's point of view on the renewal and restructuring of education.

It is an attempt to map out a path to correct education shortcomings, make education more affordable and provide equal education and training opportunities for all South Africans.

The initiative was launched in March 1990 by the Department of National Education and the document was drafted by more than 400 educationists commissioned by the government.

They invited all groups concerned about education to participate and to submit contributions on a variety of problem areas.

Their first report was released as a discussion document in June 1991, and was immediately blasted by educationists and political organisations for falling far short of radical restructuring.

REHANA ROSSOUW evaluates the Educational Renewal Strategy document released by the government this week:

The first report's flaw was its silence about the political and ideological framework in which the education system would function.

While some progressive organisations refused a government invitation to make submissions, others felt the document could be "rescued" if the government consulted fully and listened to their arguments.

Since September 1991, the government has been studying comments made on the first draft and incorporated them into the final report released this week.

"The end-product of this cooperation is a technical report based on thorough research and extensive consultation, backed by in-depth investigation by 21 working groups comprising some of the country's leading experts," said the Minister of National Education, Mr Piet Marais when he released the document on Tuesday.

He said dismantling racism in education, particularly that inherent in the own affairs system, would start as soon as possible.

There was no need to wait to start de-racialising the system, "but completion will take a little longer".

Restructuring education would have to go hand in hand with the constitutional process.

"But one thing on which we have general agreement is that we need to remove the racial aspect from education as soon as possible."

Decisions regarding the implementation of the new strategy were still to be taken by the cabinet but he hoped to give parliament more information next week during debate on President F W de Klerk's opening of parliament address.

The plan is based on a spending level for education of six percent of the Gross Domestic Product, on an economic growth rate of three to four percent a year, and will involve an increase in the education budget from the present R22 billion to R33 billion by 2003.

The government's cautious approach to the financial limits of their plans was obvious throughout the document, which discussed limiting the supply of buildings and material to schools, training educationists and lowering of education standards.
These are the key proposals of the Education Renewal Strategy document:

- Race should not feature in a future education system and educational opportunities must be just.
- Compulsory education for at least nine years should be financed by about 95 percent by the state and could be in place within 10 years.
- Regional authorities will have the power and decision-making autonomy in a central education system, which could promote national unity but at the same time allow for differences in religion, language and culture in education.
- A "dramatic extension" of the role of distance education for teachers and senior secondary schools is also envisaged, as well as a structured system of vocational education and training.
- Community involvement is essential to ensure an acceptance of the new education system.
- The needs of children affected by political disturbances in schools could be met by establishing community colleges. These could also offer basic education for adults.
- Greater cost-effectiveness should be maintained when building classrooms and other school buildings without compromising standards.
- Affordable education should be founded on a pupil-teacher ratio of 35:1 (primary school) and 32:1 (secondary school).
- In view of the high cost to the state, only students who had a realistic chance of successfully completing their studies should be admitted to universities or technikons.
- The demand for student places at universities and technikons meant that a fresh look had to be taken at admission requirements. Study programmes should be more closely matched to manpower needs.
First step towards equal education

By Norman West
Nats must fix the damage done to black schooling

By SEKOLA SELLX

The government's new education policy, cautiously welcomed even by its traditional rivals in the black community, still has a long way to go before rubbing out the effects of racist Verwoerdian ideology on the education system.

Yet, in two far-reaching proposals, the government has said it will jettison race as the primary consideration in the structuring of education and will place education under one central authority.

For years the clarion call among blacks has been to do away with the various education departments (14 in all) which were based on race. Separate education had always meant unequal education.

So fundamental is the departure of government thinking on this aspect of education that one of its harshest critics, Azapo, has had to grudgingly concede that there is merit in the new moves.

Azapo publicity secretary Gomolemo Mokae said: "A centralised, unitary education system offering free and compulsory education for the better part of the schoolchild's life is certainly the panaceas for our educational ills."

This positive response to the initiative was echoed by other noted critics of government like the ANC and its affiliate, the National Education Co-ordinating Committee.

The Democratic Party, homeland governments and several professional teachers' bodies have also welcomed these developments, saying they are long overdue and will go a long way towards solving the country's education problems.

So far, only the Conservative Party has shot down the proposals in their entirety. The CP has indicated it will register strong opposition to the introduction of this mooted system next week.

Its education spokes-
Helping the many who miss out on reading

By EDWARD FRENCH, co-ordinator of the Adult Literacy Unit, assistant director of the Centre for Continuing Education at the University of the Witwatersrand, and a consultant to the Independent Examinations Board.

HOW many adults do you know who can read — but don’t? Probably far more than you realise.

It is well known that five million or more adults in SA can’t read at all. But we often forget that there are many millions more, perhaps seven to 10 million, who know the alphabet and can struggle with a few words, but who can’t really get much out of a newspaper like City Press.

Some buy the paper to give the impression they read. Others don’t even try to pretend. They have just given up or lost interest.

These people have been led to the door of the house of learning and pleasure which is opened by reading, but cannot cross the threshold.

The door is locked to them because of a poor education. They have not learnt to read well enough, especially in English.

Perhaps the saddest part of their education is that it has not encouraged them to love reading. Reading is treated as work. In communities where reading is a rich resource for earning, learning and liberation, learners are taught to love and enjoy reading through many encounters with stories and articles that they can manage without a struggle.

City Press has joined the effort to promote reading by publishing Reading Press for adults in every issue in which Learning Press appears.

Reading Press is made so that all the readers of City Press can enjoy it. It is just as interesting as other parts of City Press. But it is a lot easier, so that people who don’t normally read the newspaper can also read it.

Through reading it, these new readers will not only get information and enjoyment, they will also grow in their reading.

There are few excellent publications like Reading Press in SA, and each has a part to play in building literacy. Like these other easy papers and magazines, Reading Press is written in accessible English with aids to reading, especially the little dictionaries.

Reading Press is different in a number of ways. It looks like any other newspaper to make it clear that it is not inferior. It covers major news issues as well as useful information about health and money matters.

And most of all, it contains original short stories written by ordinary members of the community. The stories or story segments are short and easy enough for new and experienced readers of English to be able to complete with a sense of achievement and pleasure.

Here are some suggestions about how you can make good use of Reading Press. Above all, be a good role model yourself. Let reluctant readers among your family and friends see that you read it with pleasure. Tell them about it. Pass it to them. Or read it with them and discuss it.

However, don’t make it into a hard task or force it on them. Perhaps you could pass your copy on to a literacy class in your area, or tell the teacher about Reading Press. In these ways you will participate in a small but very important way in promoting literacy—one of the cornerstones of national reconstruction in SA.

Reading Press is a collaborative effort of the ERA Initiative, which promotes Easy Reading for Adults (ERA), via Afrika publishers, and City Press newspaper itself.

The team encourages and looks forward to feedback from Reading Press readers.

Reading Press is food for thought

By LOUISE STRUWIG, Editor of Learning Press

CITY PRESS is proud to announce their latest exciting project — Reading Press.

This recently launched four-page tabloid further extends our commitment to education, while breaking new ground.

Since 1988 City Press has actively been involved in Education. First came the highly successful Learning Press supplement, aimed at aiding black matriculants in passing their final examinations.

Wilna Both, commissioned by the Education Foundation to do research on the “Role of the Media in Education”, used Learning Press as an example of success in a recent workshop.

Now City Press has reaffirmed its commitment to educating the people of southern Africa with Reading Press, which provides bridge literature for adults. Together with Via Afrika as sponsor, and with guidance from the ERA Initiative, City Press identified a great need among the population of southern Africa for new literature.

We were motivated by the fact that many people have some reading skills but are not able to extend their skill, because most literature available is beyond their capability. These people are, in general, eager to keep abreast of developments and news.

Reading Press fills the gap by providing the latest news, articles on life skills and delightful fiction. These articles are written by literary experts carefully chosen by Via Afrika and ERA for their skill and dedication.

Each issue of Reading Press is carefully monitored by Via Afrika and ERA, who with their many years of experience in neo literature, make sure that the content, language and layout meets the delicately balanced requirements of our new readers.

Reading matter is presented in simple English and accompanied by pictures and a dictionary which explains new or unfamiliar terms. Great care is taken to provide a “mini-newspaper” for adults that is easy to read but still appealing to the mature mind.
Race loophole ‘will be closed’

By PETER DENNEHY

A LEGAL loophole which still allows governing bodies of Model C schools to refuse children admittance on racial grounds is to be closed in future.

Dr H J S Stone, the superintendent-general of the education department in the House of Assembly, announced this today in a statement.

He was spelling out the implications of the State President’s announcements on education, and the Education Renewal Strategy report. It has already been established that a school cannot exclude a pupil who comes from its neighbourhood on the grounds of his or her parents not being able to pay the school fees.

Racial grounds

"Criteria for the acceptance of pupils to schools run with state funds remain in accordance with the internationally accepted education-relevant considerations ... but under a new dispensation a pupil cannot be refused admittance on racial grounds," Dr Stone said.

He explained yesterday it was still possible for a Model C governing body to admit only white pupils, but this would change.

"The new minister responsible for education in the transition phase and his administration will bring up new legislation," he said. "That will have to be brought to Parliament. We don’t know whether it will be this year or next."

In the meanwhile, however, the department “will be managed as now until the transitionary process has been completed”, and schools will be run as they are at present “under the present prevailing legislation”.

The emphasis placed by the State President on the right to differentiated education for those who want it — “based on religious and cultural values and the mother tongue with equal state aid” — remained of the utmost importance for state-aided (Model C) schools under his department.

Whether or not there would be a single education department would be determined in consultation with all stakeholders, he said yesterday.

Broad policy

The Education Renewal Strategy put forward the possibility of regional departments of education, with a single department making broad policy.

In his statement, he gave the assurance that there would be no further “drastic scaling-down of the staffing establishment” at schools.

It was not foreseen that envisaged changes would affect present standards, Dr Stone said.
Rule on school fees surprises teachers

Staff Reporter

TEACHERS at a seminar at UCT on how to manage Model C schools expressed surprise at the rule against excluding pupils whose parents are unable to pay school fees.

A speaker from the floor said at Friday's meeting that it seemed odd to give Model C schools the power to determine their own admissions policy, but deny them the right to exclude children whose parents could not pay.

Mr Gary Wynne of Deloitte Touche explained that the only remedy for the school's governing body was to sue the parents for the money. Yet the child could not be victimised.

He was addressing nearly 200 teachers at a Model C financial management seminar, organised by the Cape Province Parents' Association.

Applications for subsidies from the state can be made through the school's governing body, if parents have a joint income of less than R44 000 a year (a figure which rises with the number of children they have).

However, the maximum subsidy is R600 a year for a child in secondary school and R500 for primary school.

Many schools charge fees in the region of R1 200 a year, and they may also levy a compulsory enrolment or admission fee of "say R100 to R500". Compulsory special levies may also be imposed if the school needs the money.

The consultants advised schools to insure all their assets, not just moveable ones, and the buildings put up by the school itself.

Employers who want to give their staff a benefit at no real cost to themselves, as it is tax-deductable, can provide educational bursaries of up to R1 200 a year to relatives of employees who earn below R50 000 a year.
Model C schools 'central to education'

Education Reporter

MODEL C schools will form an essential part of a new education system, according to Dr H J S Stone, superintendent-general of white education.

Dr Stone affirmed that the release of the education renewal strategy report and President de Klerk's announcement of the transitional management of education had provoked a spate of enquiries on the future of House of Assembly schools.

The fact that 95 percent of the Department's schools switched to Model C last year would assist the transition, he said.

It was widely agreed that state-aided (Model C) schools, in addition to state schools and private schools, would be essential in a future education dispensation.

The Model C option was vital to parents who wished to have a greater measure of responsibility for and authority over their children's education.

His department would continue with its work until a satisfactory alternative, regionally-based education system was in place in terms of the new education legislation.

The Model C system accommodated Mr de Klerk's emphasis on the right — of those who desired it — to have mother tongue education and education based on religious and cultural values, said Dr Stone.

Communities had a lasting say in the running of their schools under Model C.

Admission criteria at Model C schools were in accordance with internationally accepted and education-relevant considerations. Under the new dispensation no child would be refused admission on racial grounds.

Model C schools would still be able to enforce compulsory school fees and no governing body powers were affected by last week's announcements.

He did not expect the envisaged changes to affect standards. The existing examination system, well-qualified personnel and departmental directives remained in place.
Few taught black tongues

ONLY about a third of white government schools in South Africa offered African languages as a subject last year, the Minister of Education and Culture in the House of Assembly, Mr Piet Marais, told Parliament yesterday.

Replying to a question from Mr Ken Andrew (DP, Gardene), he said 1 274 of the more than 3 600 schools under his department offered African languages as a subject. He said 175 566 pupils took African languages.

Model C fees: 26% not fully paid

MORE than a quarter of parents of children at Model C schools had not paid fees in full last year, the Minister of Education and Culture in the House of Assembly, Mr Piet Marais, said yesterday.

A survey completed by 94% of Model C schools showed that 74% of parents had paid fees in full, while 18.8% had partially paid and the rest had defaulted. Legal cases were pending against some defaulters. Mr Marais said in reply to a question by Mr Andrew Gerber (CP, Brits).
Whites will have to share education slice

Political Staff

WHITE school children are likely to lose their privileged position when it comes to determining education spending next year.

Education and Training Minister Mr Sam de Beer said he could not foresee a racial basis being used to work out the 1994/95 budget.

Mr De Beer said from April the existing education departments would become components of the new transitional administration for education.

However, the 1993/94 budgets had already been determined, and would be "carried into effect" by the various education departments as planned.

South Africa was moving towards a single, non-racial education system and new methods would have to be found to calculate spending on education. "I cannot see how the 94/95 budget could be worked out on a racial basis," he said.

At present, there was a bias of about three-to-one in favour of whites when all factors were taken into account, Mr De Beer said.

He would not comment on whether standards at traditionally white schools were likely to fall as a result of a move towards parity in spending. But he said the amount of money available to education would not increase unless the economy improved.

Ministers of various education departments would continue with their duties for now, but some of their powers would be executed in consultation with each other and the minister in charge of the transitional administration.

Education would continue to be provided by the existing departments, while the transitional administration would draft new education legislation.
New library to cost R868 000

Municipal Reporter

A NEW library will be built on an unused school site in Strandfontein, Mitchell’s Plain.

The amenities and health committee recommended yesterday that the tender for the R868 000 project be given to Boscor.

But the committee ruled that the go-ahead was subject to the State transferring the land on which the library would be built to the city council, or selling it to the council for a nominal price.

But plans for a new library in Manenberg did not fare as well at the committee meeting.

A proposal to move the library was tabled last year, but no decision was made and residents’ views were not canvassed.
Let's teach children to think.

SA needs to replace its outdated system of education, writes John de Jager.
Producing the right people for a developing economy

The Associated Scientific and Technical Societies (AS&TS), representing some 63 organisations with 76 000 members, is gearing up to be a major player in determining future education policy.

It has aligned itself with organisations that are calling for the establishment of a national education forum.

At the society’s annual meeting, outgoing president Cliff McMillan said the past year had seen AS&TS transformed from a convivial establishment club into a force which would make its mark in policy formulation affecting science, engineering and technology (SET).

A major debate about South Africa’s future education policy was imminent and the input of the scientific and engineering community was critical to this debate, McMillan said.

Everyone recognised there was a correlation between economic performance and a commitment to technology and technologically based education. But SA compared badly with developed or successfully developing countries in terms of its production of technologically qualified personnel.

The fundamental problem was the lack of commitment to a technological imperative among government, business leadership and education authorities. Added to this was a disastrous schooling situation with a complete misallocation of priorities at post-school level.

"The true measure of the misallocation of resources can be seen when 398 000 students at 51 universities in 1991 is contrasted with 104 000 students at 13 technikons," McMillan said.

The misallocation of resources occurred at various levels.

- In the production of school-leavers.
- In the allocation of resources between universities and technikons and between the various universities.
- Within universities, where there was an insufficient recognition of the higher cost of staff, equipment and smaller classes associated with many fields of SET education.

It was against this background that the AS&TS launched an education policy for technolgy initiative in 1992.

Workshop sessions were held in June 1992 and a SET committee was organised with equal representation of three organisations — the AS&TS, Suid Afrikaanse Vereeniging vir Ingenieurswese (SAVI) and the Joint Council for Scientific Societies (JCSS).

A task committee had been set up, and had produced reports co-ordinated into a working document to be presented to the SET membership in March. After that the document would serve as a basis for workshops involving industry, trade unions, educational policy organisations, political players and teachers.

"An essential step in bringing about a sounder restructured education system will be a National Education Forum with broad representation of the interests involved, to debate the fundamentals and agree on policy. AS&TS should be a participant to represent the priorities of SET," McMillan said.

In 1991 the Technological Human Resources for Industry Programme (Triph) had been set up as a joint venture between industry, the Foundation for Research Development and educators representing the engineering profession. The programme focused on improving the capabilities of universities and technikons to produce the graduates needed for a developing economy.

AS&TS was already involved in academic bridging programmes, notably Protec with more than 3 000 students in Standards 8, 9 and 10 at more than 20 branches. The time had come to evaluate this programme with a view to setting up a national policy to co-ordinate funding, admissions and qualifications. Bridging programmes would be a fundamental element in dealing with the realities of the educationally disadvantaged in the future.
Race not a criterion — Marais

NATIONAL Education Minister Piet Marais said in Parliament yesterday that it was unacceptable to use race as a criterion in education. (SO)

He said the NP had a definite mandate for what it was doing in education. The CP was currently a destructive factor. Marais said Afrikaners would be enriched when their children attended school with children of other races and cultures. There was more than enough room for Afrikaners to promote their educational interests in SA. 8/10/93 4/12/93

"Our continued existence is not at stake."
Call for tax concessions on education funding

SOUTHERN Life has called on government to change its outlook on tax concessions for education funding to offset the sharp rise in the cost of private and state education in SA.

Southern Life assistant GM, legal and tax services, Martin Sweet said: "As parents, communities and businesses are being asked to make greater contributions to education, incentives to encourage private-education expenditure should be extended, not reduced."

Amendments to the Income Tax Act over the past two years — such as on bursaries — had removed some incentives for contributions to education. This made it difficult for money to be channelled to education, Sweet said.

"In 1991, the Income Tax Act was amended to remove the exempt status of amounts paid to employees and their relatives as bursaries and scholarships."

Effectively any education benefit paid to an employee became taxable, reducing its value up to 43%. But, after an outcry from the public and other pressure groups, government reintroduced the exemption — on a far more limited scale.

The problem was that the present state of exemptions did not go far enough. "As it stands an employee can get almost unlimited tax-free bursary assistance from an employer. But, the employee's children and other close relatives get only limited tax-free assistance — equivalent to a maximum R1 200 a year."

And that was only when the employee earned less than R38 000 a year.

Sweet said when compared to current school and university fees, both the tax-free limits government had set and the category of staff that qualified for tax-free educational assistance were ludicrous.

Sweet said public education facilities were likely to be stretched to the limit as schools came under pressure to make up the skills backlog created by black education. KATHRYN STRACHAN reports.

He said the Independent Schools Council of SA had forecast that fees would have doubled at many private and state-assisted schools by the middle of the decade, once inflation and the new education system had an effect on running costs.

"At St John's College in Johannesburg, annual tuition fees for day scholars could jump from the current R7 000 to over R14 000," he said. "And at Michaelhouse in Natal, boarder fees could rocket from the current R19 000 to a stunning R28 000 a year by the time a new boy reaches matric five years from now."
WE SHOULD remember a few things about education:

- it is of fundamental importance to all else;
- it is a highly emotional issue, because it involves children;
- it is essentially an area in which changes take place slowly;
- most people believe that they are experts on education, simply because they have been to school;
- education policy is always subject to political policy;
- nonetheless, clear thinking by educationists can cause politicians to change, within limits.

Because changes are about to take place in politics, changes are also imminent in education, and just as political changes are not necessarily good, the educational changes are also not necessarily good. So, beware.

The main change in the new plan is that there will be only one Ministry of Education. This is to be non-racial. For South Africa, there is little new in this. For one department to handle all school-level education irrespective of race or colour, is not new. This was the case in each province until 1958 when black, and until 1964 when coloured, education was removed from the provinces.

While we are to have one ministry, we shall still have to be different departments (call them whatever you like) because of the size of the country, the numbers (about 10 million children), and the regional differences.

But there is, in theory at least, a difference, and that is that admissions, appointments, standards and financing within a geographic region, will be on a non-racial basis.

How this will work, will depend not only on the law, but on the people in charge at various levels of the bureaucracy. We may expect that there will be a great deal of jockeying for position (directors, inspectors, principals, teacher-appointments, contracts for buildings, maintenance, publishing of books, transport, etc). If politics played a part in these matters in the past, there is no reason it will all suddenly change.

To be more positive, there should be a big drive to wipe out the backlogs, especially in disadvantaged communities. Some of this can be done by accelerated building programs, supply of books and materials, and so on. But there are backlogs in matters such as the qualifications of teachers, which cannot be improved so rapidly.

And even if we say that surplus teachers in the white and coloured areas can be drafted into the schools for blacks, there will be problems of acceptance and of language.

Of course, it will be said that we will no longer have schools for blacks, schools for whites, and so on, as schools will be non-racial. But if we are less starry-eyed and more realistic, we will realise that children in the main go to neighbourhood schools, and the entire historic development of this country has led to segregated residential areas.

Yes, there has been some movement across the railway tracks and main roads in recent years, but only for those who could afford it. The Americans tried "bussing" children to and fro to create a "better mix", but it is an open question how well it worked.

There are other areas in education, not so visible, where the concept of "one department" will play an important part. One is consultation with the people concerned. Structures will have to be set up for consultation at all levels, and deliberately across colour and race lines. Senior appointments will have to facilitate negotiation. Policy matters will have to be fully debated and tested, with allowance made for possible mistakes, although the public will be severely critical.

Another area is that of decentralisation. This is the opposite of what we presently have in the House of Representatives. Department of Education and Culture, where there are many regional offices, but all must follow the same policy laid down by and controlled from a central (national) department.

The main function of the one ministry must be to lay down basic, uniform and adequate norms and standards, below which no local authority will be allowed to go. If it goes above these norms, the locals must raise the extra money themselves.

An important area of debate has always been the difference in the money spent per head on white and black children. This gap must close, but it will take time.

If you say we will no longer speak in terms of black and white teachers and will not keep records or statistics along colour lines, I hear another voice saying that to drop these terms may be a convenient way of perpetuating salary (and other) differences, as we will then have no basis for comparing the groups; to see whether equalisation is really taking place.

These are but some of the problems. To mention these difficulties is not to say that non-racialism must not be pursued — it must, but we must not have unrealistic expectations that matters on the ground will change dramatically in a short time.
**PERSONAL FINANCIAL PLANNING**

**Invest now for rocketing education fees**

THE EDUCATION cost crisis, which began with the government’s decision in the 1980s to reduce subsidisation of universities, has been further aggravated by the new schooling system introduced last year.

The bottom-line is the government has shifted the financial responsibility of education almost entirely to parents which the experts believe will become a major cost factor in personal budgets in the years ahead.

A survey of Model C high schools in the Johannesburg area shows that fees have escalated from between 50% to 100% while university fees have continued to rise above the inflation rate.

Southern Life’s director life division, Chris Liddle, notes that the schools are now being run as businesses: “If university fees are anything to go by, one can expect school fees to continue to increase ahead of the inflation rate for the immediate future.

“Education is going to consume an even larger portion of the family budget in years to come.”

Karlin Bernstein, of legal and technical marketing at Liberty Life shares this view. “Whatever the future may hold, education at school, technikon or university is going to cost substantial sums.”

Bernstein points out that the average cost of a four-year degree is expected to increase from the current R4 000 a year to R9 000 within the next 10 years.

Liddle says parents have, in the past, saved only for their children’s tertiary education. “This situation will start to change as parents find it increasingly difficult to meet school fees from current income.”

Endowment policies have traditionally served as the means which parents have saved for a child’s university education. However, Liddle notes that saving this way for high school education would present a problem in that endowment policies presently carry a minimum maturity date of 10 years.

To fund a high school education, this would require an investment before the child turns three. “The scope for using endowment policies is therefore limited as parents do not always appreciate the need to save for education while their children are still young.”

He adds, however, that unit trusts are sufficiently flexible and provide a high level of liquidity, making them ideal as a means of education funding.

Investments paid into a unit trust can be suspended or continued depending on an individual’s circumstances. Investments can also be made on a monthly basis or in the form of a lump sum, Liddle says.

“If a grandparent should want to invest a sum for a child’s future education, this can easily be added to the unit trust investment.”

Although unit trusts would appear to be the answer to education funding, Liddle cautions that parents should also keep adequate life and disability cover to ensure against any tragedy which could jeopardise the child’s future.

Furthermore, changes to the Income Tax Act, which are expected to come through this year, could result in the minimum investment period on endowment policies being reduced to a five years.

This would increase the attractiveness of endowment policies for education funding purposes.

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**THE ESCALATING COST OF EDUCATION**

Annual university fees: 1975–1995

<table>
<thead>
<tr>
<th>Year</th>
<th>Residence</th>
<th>BCom</th>
<th>BSc</th>
<th>BA</th>
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<tbody>
<tr>
<td>1975</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1985</td>
<td>12</td>
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<td>1995</td>
<td>18</td>
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**PLANNING FOR EDUCATION IS JUST ONE ASPECT OF YOUR OVERALL FINANCIAL PLAN**

**YOUR CHILD IS NOW**

<table>
<thead>
<tr>
<th>Age</th>
<th>YOU WILL NEED</th>
<th>IN YEARS’ TIME</th>
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<tbody>
<tr>
<td>Newborn</td>
<td>111 000</td>
<td>18</td>
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<tr>
<td>1</td>
<td>96 540</td>
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<td>2</td>
<td>85 940</td>
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<td>3</td>
<td>72 980</td>
<td>15</td>
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<td>4</td>
<td>62 480</td>
<td>14</td>
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<td>5</td>
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<td>6</td>
<td>48 000</td>
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<td>7</td>
<td>41 730</td>
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<tr>
<td>13</td>
<td>18 030</td>
<td>5</td>
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</tbody>
</table>

(For a 3-year course, based on 1989/90 fees @ 15%). Source: Nedcor.
Vital to know how to handle complaints...

Retailers known for handling complaints efficiently and fairly have a distinct advantage over those who hope complaints will go away. Obviously, retailers don’t want complaints, but they come along anyway. What’s more unfortunate, however, is that many don’t have established procedures to deal effectively with customer dissatisfaction.

An effective complaints management programme is a valuable tool that can be used to help retailers in satisfactorily resolving complaints. Here are some pointers to establishing—or revising—a programme:

- Establish complaint policies and ensure they are communicated to, fully understood and practised by, employees at all levels;
- Appoint a complaints co-ordinator—a specific person or people should be given responsibility for supervising and co-ordinating customer complaints.

It is important that they have the authority and flexibility to act on behalf of the store in all complaint-related matters:

- Identify causes of complaints—prepare a list of factors which may cause customer dissatisfaction. These mostly relate to sales personnel, selling methods, pricing, deliveries, shop environment, unsatisfactory product performance and servicing;
- After receiving a complaint, it is essential to respond to the dissatisfied customer in an appropriate and timely manner;
- Record and investigate all details of the complaint;
- Acknowledge the complaint—this will reduce a dissatisfied customer’s anxiety and demonstrate that you are concerned with the problem. If the complaint cannot be resolved immediately, tell the customer how long it may take. If there is an unexpected delay, the customer should be told immediately and also told why;
- Make the decision—this should be fair and based on principles of equity. It also should be consistent with guidelines set down in your complaints policies;
- Your decision, explanation and action should be relayed to the complainant as soon as possible. Keep it simple and avoid unfamiliar and complicated technical terms; and
- Follow up—contact the complainant by telephone or by mail within two weeks regarding your decision.

Feedback from the customer can be used in the ongoing process of reviewing and updating your complaints policies.

Complaints management is an important retail activity. It is notable that if a complaint is resolved quickly, the customer will tell an average of five other people about his good experience—and, that’s good business. On the other hand, the cost of losing an existing customer is high.

(By Eddy Oblewitz, partner with Arthur Andersen, Cape Town, and a member of the firm’s retail and distribution industry team.)
PRETORIA — Progress towards parity in education was being made but the ideal could not be achieved overnight, National Education and Culture Minister Piet Marais said at the weekend.

Education was provided at 35 000 institutions by 460,000 people. For this, R20,331bn or 19.5% of the national budget would be spent during this financial year.

Parity in financing had been reached in the university and technical sectors, in teachers' salaries and service conditions, and in policy on building norms.
New bill could close Model C's

A BILL which will enable the while Minister of Education to close down Model C schools was published yesterday.

The Education Affairs Amendment Bill says a state-aided school may be shut down "if the minister considers it necessary."

All assets and liabilities of such a school would then be transferred to the state.

"The minister won't close a school unless there's a valid reason for it," a spokesman for the Department of Education said.

One scenario in which a school might be shut down is if its numbers dropped so low that it is "no longer worthwhile," he said. — Sapa
Principals of white schools where parent bodies had not exercised their choice on any of the new models were obliged to refuse admission to applicants who were not white, Education and Culture Minister Piet Marais said yesterday.
Court stops Education Minister's cost-cutting

CAPE TOWN — Teachers and parents won two Supreme Court interdicts yesterday to stop cost-saving measures at House of Representatives schools. Vergotine said in an affidavit that the circular had disrupted the orderly running of schools and would cause unrest in the community. The department had assured parents last year that education standards would not be affected by the measures, which were withdrawn later. It also amounted to a breach of undertaking between Utasa and the department, he said.

In a replying affidavit Muller said the measures would save the department R17m and it was a prerogative of the department to save money. But Judge Laurie Ackerman and Judge D G Scott ruled that the department had not given principals and Utasa a fair hearing before imposing rationalisation measures. The parties who brought the action planned to demand the immediate appointment of substitute teachers. Lawyers said the ruling would severely curb government's ability to unilaterally impose rationalisation measures in education.

The ruling set an important precedent that enhanced the ability of parents and teachers to challenge rationalisation plans.

The DP welcomed the ruling. Its Bokkeveld MP Cliff Nason said the decision would help normalise education. He appealed to Williams not to introduce further measures that would harm education. — Sapa.
Creche opens to all after racial incident

JACQUELYN SWARTZ
Staff Reporter

A KUILS RIVER creche which turned away a three-year-old boy because he is coloured has opened to all races — and the boy’s parents are considering sending him back.

The decision to open the Huppelkind Creche was made by parents at a meeting on Tuesday after Shane Coleridge was turned away on Monday.

His mother, Miss Natasha Coleridge, 30, said she was still upset by the incident, but happy about the decision.

“I’m not sure yet if I’ll send him back. I’ll think about it,” she said.

“It’s a real problem bringing him to work with me every day.”

Shane’s father, Mr Mike Baggot, 42, said he felt “wonderful” about having the creche opened to all races.

Mr Baggot reported the incident to The Argus, which published a report on Tuesday.

“I’m thrilled,” he said. “At first we felt unhappy about sending him back, but we’ll consider it,” he said.

Principal of the creche Mrs Marina Cronjé said the parents were happy to allow children of all races to attend.
Scientific study in SA slammed

The Argus Correspondent
JOHANNESBURG. — Scientific research in South Africa is in a mess, and the crisis goes to the highest levels of government, according to an international report.

Institutions involved with science, technology, research and development were operating in a policy and leadership vacuum.

The five-man team that produced the report, sponsored by the Canadian-based International Development Research Centre (IDRC) at the invitation of the ANC, Cosatu and the national civic body, Sanco, said they found a highly fragmented group of institutions, trying to define a role for themselves in a “new” South Africa, but not quite knowing how to do so. They existed in an overall system that was most frequently described by its own officials as “disfunctional”.

The strongest comment was directed at the Scientific Advisory Council (SAC), the 14-member body appointed by the government to advise the Minister of National Education on policy and programmes. All research and development funding was channelled by various ministries to the Minister of National Education, whose department determined allocations.

The report said the SAC operated under a cloak of confidentiality and no public record was kept of its activities and advice.

Commenting on the responsibility and accountability of funding the seven scientific councils that fell under several ministries, the report said “We found no evidence that the existing Inter-Ministerial Committee of Ministers responsible for the councils was in any way active in the process of resource allocation. Only in one case did we hear of a minister who was actively interested in the affairs of the council for which he bore responsibility.”

Under its mandate the IDRC mission paid particular attention to tertiary education and had particularly harsh words for the Executive of the Committee of University Principals.

“The mission was dismayed to discover that body had never considered discussing research policy as it affects their institutions. Our impression is that the body appears to devote its energies to the discussion of administrative matters, which, though no doubt important, would in other countries be left to less senior university officials to tackle.”

The report said the universities saw themselves as divided between 11 historically white (HWUs) and 10 historically black universities (HBUs).

The disparities were huge, said the report; and there was no indication of the gaps narrowing to any significant degree.

On March 4 and 5, the five-man mission will be holding meetings with representatives of institutions reviewed to explain and defend its report.
CAPE TOWN — Assurance giant Sanlam is to sponsor more than R1m worth of education projects throughout the country for 1993.

This was announced by Sanlam CE Pierre Steyn at a function held at the naming of the Sanlam Audiovisual Centre at the Cape Techikon yesterday.

He said the bulk of this company's budget for corporate social involvement was spent on education. All areas of education would benefit from the donation.
The Amendment: 1. The Minister is to be removed from the Executive.

2. The Amendment will not take effect until the next General Election.

3. In the event of the Amendment being fully implemented, the current government will be dissolved.

4. The Amendment is to be debated in the House of Commons on the 1st of May, 2023.

5. The Amendment will be voted on by all Members of Parliament, including the government and opposition parties.

6. The Amendment is to be enforced by the Speaker of the House of Commons.

7. The Amendment will be published in the Official Gazette on the date of its implementation.

8. The Amendment will be subject to a referendum in the next General Election.

9. The Amendment is to be argued in the Supreme Court of Canada.

10. The Amendment will be reviewed by the Attorney General on an annual basis.

11. The Amendment is to be submitted to the United Nations for ratification.

12. The Amendment will be implemented by the Ministry of Education and the Ministry of Finance on the 1st of January, 2024.
What tongue shall we choose?

India's example can steer us to correct official language choice, writes Marimuthu Subramoony
No route for parent protest

By BARRY STREEK
Political Staff

NO procedures exist for parents of pupils at state-aided schools, such as Model C schools, to express their dissatisfaction with schools' management bodies, the Minister of Education and Culture in the House of Assembly, Mr Piet Marais, said yesterday.

However, a change in the regulations to make this possible was under consideration, he said in reply to a question tabled in Parliament by Mr Andrew Gerber (CP, Brits).

Procedures for expressing dissatisfaction, or action resulting in the management body being relieved of its position, existed for public schools.

However, at state-aided ordinary schools, there was no provision at present for a vote of no-confidence in a school management committee, Mr Marais said.
Jutha gives R320 000 towards education

Staff Reporter 05/17/93

JUTA Educational Publishers handed over a cheque for R320 000 to the University of Stellenbosch yesterday for use in the educational field. Juta director Mr Johann Potgieter handed over the cheque to assist and promote the work of the Environmental Education Project as well as for Afrikaans materials for both Junior Primary and Secondary Primary levels during 1993. He said Juta “recognises the urgent need for resource development and has decided to link up with the Centre for Educational Development.”
The Minister of Education and Training

Trainign: Teacher/Pool Teacher

10. Mr. M. M. Bavarey asked the Minister of Education and Training:

(a) How many people in schools taught by the Department of Education and Training as of 2019?
(b) How many people taught by the Department of Education and Training as of 2019?
(c) How many people taught by the Department of Education and Training as of 2019?
(d) How many people taught by the Department of Education and Training as of 2019?
(e) How many people taught by the Department of Education and Training as of 2019?
(f) How many people taught by the Department of Education and Training as of 2019?
(g) How many people taught by the Department of Education and Training as of 2019?
(h) How many people taught by the Department of Education and Training as of 2019?
(i) How many people taught by the Department of Education and Training as of 2019?
(j) How many people taught by the Department of Education and Training as of 2019?

The Minister of Education and Training replied:

(a) 4,960.
(b) 4,960.
(c) 4,960.
(d) 4,960.
(e) 4,960.
(f) 4,960.
(g) 4,960.
(h) 4,960.
(i) 4,960.
(j) 4,960.
Parents may get more say

CURRENT legislation does not make provision for parents to dismiss the management bodies of state-supported or model D schools if they are dissatisfied with their performance.

Education and Culture Minister Mr Piet Marais told Parliament consideration was being given to making it possible for parents in state schools to dismiss a management board if at least 60% of parents supported the action. — Sapa
Paper accused of vendetta

Political Staff

THE Natal Mercury's coverage of Indian education has come under fire in the House of Delegates.

New Education and Culture Minister Mrs Devagie Govender repeated charges that the newspaper was conducting a vendetta against the department. She was responding to a question tabled by Democratic Party MP for Springfield Mr Mahmoud Rajab on whether she had addressed the conditions in schools highlighted by a series of articles in the Mercury.

She said she had established text books were supplied timely to the great majority of schools and the problem of a surplus of heads of departments had been "successfully resolved".

The minister added that teacher shortages had also been rectified and schools were not overloaded.
Librarian reinstated after 2 suspensions

By RONNIE MORRIS
Supreme Court Reporter

A SENIOR librarian at the Cloetesville library in Stellenbosch who was twice suspended without pay because of either alleged criminal charges or misconduct was yesterday reinstated by the Supreme Court.

Mr Justice Selwyn Selikowitz set aside the suspension without pay of Mrs Dinah Jelena Hahn of Somerset West without pay and ordered the town's mayor, Mr J A M van Schoor and the municipality to allow her back as senior librarian and pay her outstanding salary and allowances from last November.

After a drawn out trial she was acquitted of the criminal charge on October 22 last year and her suspension lifted.

She was again suspended without pay from November 1 last year because of further unspecified criminal charges.

Mrs Hahn said she was "totally in the dark" of the alleged case against her.

At the beginning of last year Mrs Hahn had favoured a black woman for a vacancy as assistant librarian. But the job went to a white woman who "suddenly left" after only two days.

"I formed the view that this situation concerning Mrs X was seen as an incident of racism and that I was somewhat regarded as a part of it."

She was charged with 16 counts of misconduct but all the charges were later withdrawn.
Parents tear into teachers over sex

Weekend Argus Correspondent

DURBAN. — Chapters of a sex education booklet were torn up and burnt by angry parents attending a protest meeting at the Hillgrove Primary school in Newlands West on Thursday night.

About 100 parents were protesting what they describe as “offensive and explicit” sex information contained in a Health and Family Life education course being taught to children at House of Delegates (HoD) primary schools.

The parents said they objected to children as young as six being taught “explicit” sex lessons.

The parents said they were disturbed about the lessons which included sections on condoms and masturbation because they felt their children were not ready for such information.

“I have nothing against sex education in schools, but I do feel that teaching my six-year-old daughter about condoms is not acceptable,” said one father.

Parents said they had signed forms allowing the teaching of health and family life education at school, but the actual content of some of the lessons had not been explained to them.

“We also are worried about the training which teachers receive when they teach these lessons, especially as a number of HoD teachers were suspended because of sexual harassment at schools last year, but have been reinstated. What kind of people will be teaching our children about sex,” asked a parent.

One concerned father said he would try and start a petition amongst the parent body, which they could use to air their feelings.

A spokesman for the HoD Department of Education said they were not running a sex education course, but sexuality education was merely one component of the health and family life Programme, which had been introduced at all primary schools in Natal after extensive research.

He said the programme took maturity levels into account and the information was there to help teachers cope with any awkward questions.

“A whole panel of experts was called in for input on the programme by the department and we involved department officials and a number of parents as well,” he said.

The HoD spokesman said issues like masturbation were aimed only at pupils at the Standard four level and upwards.

“Our teachers have been sent on orientation courses so that they can deal correctly with any subjects raised by the children,” he said.

The spokesman emphasised that the sex-education component was merely a part of the package which was meant to project family values and health.

"Parents have the right to withdraw their children from the programme, as each parent has to sign a form agreeing to it anyway, but the department would prefer children to take part," he said.

AIDS education also was included in the programme, but was aimed only at the higher standards.

See page 21
CAREER CHOICES

Mission: Simple but Sound

February 20, 1993

To those interested in Career Choices, I'm pleased to provide a glimpse into the world of work and education beyond traditional pathways. The South 729 Program offers an opportunity to explore diverse career options and develop skills that are essential in today's workforce. Whether you're interested in technology, business, or creative fields, there's a program for you. For more information, contact the Academic Guidance Center. Application forms and further details are available in the Guidance Office. Thank you for your interest in Career Choices.
Williams ‘should drop appeal’

A MOTION proposing the review of education cost-saving measures introduced by Mr Abe Williams, until last week Minister of Education and Culture in the House of Representatives, was defeated by 30 votes to 19 yesterday.

Introducing a motion on the education crisis, Mr Clifford Nasson (DP Bokkeveld), predicted that the cost-saving measures introduced last year would result in more court cases against Mr Williams.

Mr Nasson said long-serving teachers had been severely disadvantaged by Mr Williams’ ban on substitute teachers, which was recently overruled by the Supreme Court.

He appealed to Mr Williams to withdraw his appeal against the Supreme Court decision. He charged that Mr Williams’ cost-saving measures had shortchanged thousands of teachers and caused many children to be disadvantaged.

Mr Williams was named as South Africa’s new sports minister by President F W de Klerk last weekend. — Sapa
Government Service Pension Fund: investments

12. Mr R M BURROWS asked the Minister of Finance:

(1) Whether there has been any change in the policy regarding the investment of accumulated funds of the Government Service Pension Fund; if so, (a) what change and (b) what effect has the change had in financial terms in regard to increased interest and/or dividends?

(2) Whether it is the intention to extend any investment policy to utilize most or all of the accumulated funds of other State pension funds, if not, why not; if so, (a) in what manner and (b) over what period?

(3) Whether he will make a statement on the matter?

The MINISTER OF FINANCE:

(1) No;

(2) all the accumulated funds of other State pension funds are managed by the Public Investment Commissioners along similar lines as the funds of the GSPF.

House of Assembly

Universities/technikons: subsidies

13. Mr R M BURROWS asked the Minister of National Education:

(1) Whether any universities or technikons are to receive in respect of 1993 the full amount which they should receive under the formula-funding policy administered by his Department; if not, why not;

(2) whether any of these universities or technikons are to receive less money from the State in real terms in 1993 than they did in 1992 in terms of the amounts determined by his Department; if so, which of these institutions;

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

The MINISTER OF NATIONAL EDUCATION:

(1) Since the Minister of Finance has not submitted the Draft Budget Bill for the 1993-94 financial year to Parliament yet, the details are not available at this stage.

(2) Falls away.

(3) No.

DE: distance education

14. Mrs C H CHARLEWOOD asked the Minister of Education and Training:

(1) Whether, with reference to his reply to Question No 7 on 4 February 1992, the interdepartmental committee appointed to investigate aspects of distance education has brought up a report; if not, why not;

(2) whether he will make the report public, if not, why not; if so, when;

(3) whether he will make a statement on the effectiveness of the various television programmes aimed at assisting Black pupils broadcast in 1992?

The MINISTER OF EDUCATION AND TRAINING:

(1) Yes.

(2) No. An initial version of the report was recently submitted to the Committee of Heads of Education Departments. The Committee, of which the Director-General of National Education is the chairman, is considering the report, as well as the question concerning the publication thereof.

(3) The project is at present being evaluated by an independent consultant. A final report in this respect is expected by March 1993, after which it will be decided whether a statement will be made.

Smoking legislation

15. Mrs C H CHARLEWOOD asked the Minister of National Health:

(1) Whether she intends introducing legislation in respect of smoking during the current session of Parliament; if not, why not; if so, (a) when and (b) what will be the nature of this legislation?

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

The MINISTER OF NATIONAL HEALTH:

(1) Yes,

(a) it has been put on the legislative agenda for the current session of Parliament and will be tabled as soon as possible and

(b) the Bill envisages the control of the use, sale and advertising of tobacco products.

It also empowers the Minister by regulation to—

— regulate the health warning and particulars regarding the hazardous constituents of a tobacco product which must appear on the packet and an advertisement thereof; and

— prescribe the claims which may not be made in the said advertisement.

Provision is also made for a prohibition on the sale of tobacco products to persons who are under the age of 16 years;

(2) no.

Aids: orphans of victims

16. Mr M J ELLIS asked the Minister of National Health:

Whether any provision is being made for assistance to orphans of AIDS victims in (a) urban, (b) rural and (c) marginal areas if not, why not; if so, what is the nature of this assistance?

The MINISTER OF NATIONAL HEALTH:

(a) Yes,

(b) yes and

(c) yes. Children who are orphaned as a result of the HIV/AIDS phenomenon are handled the same as any other orphans within the existing welfare structure. If necessary the children are legally placed in substitute care.

Rights of Child: UNRSA

17. Mr L FUCHS asked the Minister of Foreign Affairs:

(1) Whether, with reference to his reply to Question No 19 on 19 February 1992, the South African Government will now consider becoming a signatory to the United Nations Convention on the Rights of the Child; if not, why not;

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

The MINISTER OF FOREIGN AFFAIRS:

(1) South Africa signed the UN Convention on the Rights of the Child of 1989 in New York on 29 January 1993

(2) The Minister of Justice, Mr J H Coetzee, MP, issued a press statement on 29 January 1993 and the media reported on the matter.

House of Assembly
I was personally in contact with the chairman of the management board of a very prominent agricultural school in the Western Transvaal, and this morning they were not aware of this at all. In fact, they were very concerned about the situation.

I also have a fax here that the director of financial assistance sent to that school on 17 February in which it was said that they did not qualify in terms of the carry-over scheme, and in which they basically told the school that the amount which the co-operative had incorrectly paid to the school had to be paid back immediately in terms of these measures.

Consequently we are very grateful for the very recent decision that has been taken. I wonder whether the hon the Minister and the hon the Deputy Minister did not take the decision today in the bench where they were sitting talking. Nevertheless we are very grateful for it and we want to thank the hon the Deputy Minister sincerely.

I want to link up with my colleague the hon member for Potgietersrus and with the hon the Deputy Minister’s standpoint on the importance of agricultural schools. The role that they play in developing agriculture in South Africa can never be underestimated. We on this side of the House are very grateful that these schools may make submissions again.

We want to request the hon the Minister to inform those schools as soon as possible through the Directorate: Financial Assistance so that these reappraisals may be made.

*Mr D J PENNAAR: Mr Speaker, the hon the Minister must not use the Government’s decision which enabled agricultural schools to form for their own account as an excuse for the recalcitrance today, by means of this announcement, of a mistake which the Government made. The hon the Minister’s letter of 18 January contradicted all the arguments that he mentioned here today, which are good arguments and which we and others submitted to him on the strength of their merits. In other words, if the hon the Deputy Minister is trying to get out of this in this way, I must tell him with respect that I am becoming concerned.

If a month ago the hon the Minister could submit the strongest arguments with so much conviction and today concede 100% that we were right initially and then try to hide behind an earlier decision of another department, he is denigrating a valuable and positive announcement which he made here in the interests of agricultural schools and in the interests of education and the interests of agriculture.

I should have liked to take the opportunity to put in a good word for agricultural schools which do not receive State assistance for the incurring of costs in connection with production means. My information is that they cannot make credit purchases or enter into production loans like normal entities in farming. They are therefore totally dependent upon cash trade. Seen from that angle, they are in a weaker position that companies, close corporations and individual farmers. In addition they cannot purchase diesel at the price at which individual farmers can do so. The assistance regarding food which was available at one stage was not available to workers at agricultural schools either. [Time expired.]

*The DEPUTY MINISTER OF AGRICULTURAL DEVELOPMENT: Mr Speaker, I should like to tell the hon member for Virginia that the Department of Agricultural Development and the ministry do not take lightly any decision. If we had to sit here in the bench and take decisions, it would create chaos in South Africa. [Interjections.]

I want to return to the representations on the table. I told the hon member for Potgietersrus that, even of the stage when we replied to his letter, we did not have the information at our disposal that the co-operative in that area had made the submission and we could give the necessary support in respect of the payment.

The application of the school to which the hon member for Virginia referred landed on our table this week. It opened the door to wider perspectives, seeing that in this case it was a recommendation by the co-operative. The co-operative was of the opinion that it was a case with merit and that is why we reconsidered the entire matter.

Against that background I do not want to say that there were no inputs from that side. I appreciate the fact that inputs came from that side and that this matter was reconsidered. We should therefore like to comply with the request that these schools be notified as soon as possible. This will enable us to dispose of the matter as rapidly as possible.

Debate concluded.

QUESTIONS
Indicates translated version.
For oral reply:
Own Affairs:
Church: private school in Johannesburg
*1. Mr A GERBER asked the Minister of Housing and Works:
(1) Whether a church, the name of which has been furnished to the Minister’s Department for the purpose of his reply, applied to his Department to obtain the buildings of a school in Johannesburg which has closed, with a view to establishing a private school; if so, what is the name of the church concerned;
(2) whether any other bodies or persons also applied to use the school buildings concerned; if so, what bodies or persons;
(3) whether these buildings have been handed over to this church or one of the other bodies or persons; if not, why not; if so, what are the relevant details;
(4) whether he will make a statement on the matter?

*2. Mr P G SOAL asked the Minister of Housing and Works:
What amount was spent by the State in respect of housing assistance to the White population group in the latest specified financial year for which figures are available?

The MINISTER OF HOUSING AND WORKS:
R115 543 743.33 during the 1991-92 financial year.

Unsubsidized posts in schools
*3. Mr A GERBER asked the Minister of Education and Culture:
Whether there are any unsubsidized posts in schools under the control of his Department; if so, (a) how many such posts are there in (i) ordinary public schools and (ii) State-aided ordinary schools and (b) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND CULTURE:
Yes.
(a) preliminary figures for CS-educators are
(1) 0,
IDT funds available for school building

JOHN VILJOEN
Education Reporter

A NEW body backed by Independent Development Trust funds has been set up to coordinate the construction of schools in the Western Cape.

Western Cape School Building Trust chairwoman Mrs Naledi Pandor said there were many desperate calls for schools to be built, but her organisation would act only after democratic consultation.

The IDT, established by the government in 1990 with initial funds of R2 billion, has allocated R300 million for building 50,000 classrooms over the next four years.

Mrs Pandor said a factor contributing to hostility towards education in the townships had been the undemocratic way schools had been located and constructed by authorities.

The trust would proceed with a school project only once the community had identified its needs and priorities.

The first task of the trust, launched in Guguletu this week, would be to spread the word among the disadvantaged that money was available to build schools, Mrs Pandor said.

Members of the trust come from a range of political and community organisations but were united in their goal of identifying the Western Cape's education needs.

The new body is the 10th in a network of trusts established countrywide with IDT funding.

Mrs Pandor said a regional office would be set up shortly and staff to co-ordinate the trust's Western Cape activities were being recruited.
Parents to pay
Political Correspondent
CAPE TOWN. — Parents will have to pay in full for transporting pupils to school within three years, the Minister of Education and Culture, Mr Flet Mogies, said yesterday.

He said the SA Schoolbus Contractors Association had been informed last April that full contribution by parents would be phased in over three years.
SA DEBT OUTLOOK IMPROVING

SOUTH AFRICA is comparatively under-borrowed and might be able to repay its foreign debt without negating essential investment, says Standard Bank economist Nico Cryspiens.

SA has repaid and converted into longer term debt much of its short-term debt, which at the end of this year will have another $5 billion to go.

Mr. Cryspiens says in Standard Bank's Economic Perspectives that SA has reduced its debt/GDP ratio to 36.7% from 42.9% as the debt has been repaid without taking on additional debt.

SA's debt-export earnings ratio has fallen to 64.8% from 127.2% in 1984, which is a foreign exchange situation similar to that in Korea.

Buss 23/1/93

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It’s time that business took a cane to public education

SUNDAY TIMES, Business Times, February 28, 1993

BUSINESS and community leaders today took “a human resource” one of their most important areas of concern. Research is showing us what appears to be contradictory signs.

On the one hand we have millions of unskilled workers out of work as companies continue to tighten their belts in the face of the ongoing economic recession, and more and more skilled and experienced executives also struggle to find jobs as companies downsizc and lay off by cutting out levels of management.

On the other hand, research is suggesting that we do not have enough managers to cope with the increasing complexity of a globally competitive world. So we face this paradox: we need more managers, but we are getting rid of them.

We need more skilled workers, but we are cutting back on training due to budget constraints, and are also putting experienced workers back on the street.

A GLOBAL COMPARISON

The “Breakwater Monitor” research project, a large research project, which is supported by many business leaders, has collected data on more than 500,000 employees and is providing participating companies with the opportunity to benchmark themselves against other firms.

Their initial findings are interesting reading. The breakdown of South Africa’s workforce as compared to international norms is given in the table below.

The data on the international firms tells a powerful story. Their percentage of employees in the management and skilled categories is more than double the South African percentage, while South Africa has almost double their percentage in the less skilled categories. In addition, I suspect what the Germans and Japanese call “semiskilled” is a lot more skilled than the South Africans define it as are, simply, employing our business workers, using on an anticipated, low-skilled, low-productivity model of business that our global competitors throw many years ago.

Their people have more managers, are more highly skilled and are, consequently, more productive. That is why their economy is growing and ours is not.

We cannot expect to produce the knowledge-based, high-quality and often custom-made products that command high prices and create the margins necessary to support RAD and global market strategies with too few managers and too many unskilled employees.

THE EDUCATION PROBLEM

The World Competitiveness Report ranked South African workers as the worst equipped for the demands of modern workplace. Only 70% of the workers have high-school education, which is about the same in the UK, while 15% have post-school training.

This figure is woeful given that some 70% of the world’s population live in Europe and the UK. In addition, we are teaching students about certain aspects of the economy, business and management, which are necessary to develop the skills needed for the global economy.

South Africa is also spending huge amounts of money on education, but the problem seems to be the amount of money is not being spent in a manner that is effective and administered.

A SIGNAL PICTURE

I have no doubt that our educational system is falling behind. The reason is that the people who manage the system are working with an outdated, cumbersome philosophy that is not responsive to the needs of the global economy.

The world is changing rapidly, but our education system is not. We are educating students about certain topics without the necessary preparation that is needed for the global economy.

The education system needs to be restructured in order to meet the needs of the global economy. We need to teach our students about certain topics without the necessary preparation that is needed for the global economy.

People need to be taught how to deal with different situations and how to think critically.

By December, students switch between classroom and workplace apprentice-type jobs allowing them to develop both academic and practical skills simultaneously.

People are needed and are necessary to the development of the future.

Education is the core of our problems, specifically, and not only.

Professor Andy Andrews, director of the Graduate Institute of Management and Technology, which offers the prestigious Executive MBA in SA and is co-founder of the Laureate, is a strategic financial consultant.
Plan for non-racial education

Political Staff

EDUCATION minister in the House of Delegates Mrs Devagie Govender has given details of how non-racial education could be structured.

Replying to a question yesterday, Mrs Govender said a “model” had been produced in Natal-KwaZulu by the five education departments there to meet the function re-arrangement and rationalisation needs of the region.

This included:

* The division of the region into sub-areas.
* Overall control being vested in a deputy director general and each of the regions being controlled by an executive director.
* The setting up of a number of local offices, and
* Absorption of the staff of all departments into a new regional system.

Mrs Govender said this model could also be used in other parts of the country.

She said until March 31 next year the process of re-arrangement and rationalisation would gain momentum until a non-racial dispensation was in place. Steps taken in this direction included the creation of the South African Certification Council and the appointment of a Minister of National Education.
Exam fees row grows

Staff Reporters

BLACK high schools were virtually empty today as the week-long protest against paying exam fees intensified.

Pupils plan to march to the Department of Education and Training offices on the Foreshore later today.

Mr Zalisile Mkhontwana, principal at Nelson Mandela High in Crossroads, said no pupils arrived this morning.

I D Mkize High teacher Mr Monde Tulwana said very few pupils turned up and those who did had not brought books.

"I'm disappointed. There was

There were no pupils at bus stops or stations in Khayelitsha this morning.

Langa High School principal Mr Joel Magwaca said his Student Representative Council had told him yesterday that Cosas and the Pan African Students' Organisation (Paso) had said there would be a march to the DET to protest against exam fees.

"There seems to be confusion because the pupils claim the fees have been raised to R105 — but the exam fee is R72, from last year's R71."

See page 23
City chaos after pupils' protest

By RAMOTENA MABOTE

WOMEN were threatened with knives, some people robbed and station stalls ransacked after a city centre march by boycotting pupils yesterday.

Chaos erupted when pupils ran back to the station singing freedom songs after protesting against exam fees at the Department of Education and Training offices on the Foreshore.

The otherwise peaceful march by about 2,000 pupils was organised by the Congress of South African Students (Cosas), the Pan-African Student Organisation (Paso) and the Azanian Students' Movement (Azam).

Two pupils were arrested after a stall belonging to Miss Wendy Peterson was ransacked, but were released after Miss Peterson declined to press charges.

Leaders then ordered pupils onto a train which left promptly.

Another group of pupils boarded a stationary train and robbed Mrs Farida Ely of Manenberg of her watch.

Two mothers with children were held up with knives but escaped.

During the fracas, Vuyiso Tyali isiso, a Cosas leader, said the looting was done by hooligans "taking advantage of our action".

A number of men aged at least 25 were seen among marchers.

The DET said a group of pupils from Khayelitsha threw stones at cars on the Foreshore before their leaders enforced restraint.

A Metro spokeswoman said pupils boarded trains without paying, ordering some commuters from first-class coaches.

Metro then organised a special train to take pupils home for free.

Yesterday township schools were deserted for a second consecutive day.
Soweto school crisis as teachers go on strike

Own Correspondent

JOHANNESBURG. — Schooling in Soweto ground to a halt yesterday as teachers went on strike to protest against what they called the retrenchment of 27 colleagues.

Authorities accused the teachers of fuelling a violent pupil protest against exam fees, which has disrupted education in Soweto for the past week and caused more than R1-million damage.

Since Monday the 27 teachers who lost their jobs have been staging a sit-in at the Department of Education and Training (DET) offices in Johannesburg.

Tomorrow teachers from across the country meet here to plan their “living wage” campaign — which may disrupt schools nationwide.

As hundreds of teachers toyi-toyied at its offices yesterday, the DET declared a dispute with the SA Democratic Teachers' Union (Sadtu), claiming Sadtu had violated an official agreement, and cancelled a planned meeting with Sadtu.

A DET official said the dispute was declared because the demonstration “gravely violated” the agreement.

He said Sadtu's actions were fuelling a “tense and potentially violent situation in Johannesburg”.

The DET also said protesting teachers had vandalised DET offices.

Another meeting between Sadtu and the DET to discuss the fate of the 27 teachers is due on Monday. The DET says the teachers reached the end of temporary contracts, but Sadtu says no teachers should be retrenched while teacher shortages at black schools remain “desperate”.
Marching pupils go on looting spree in city

HENRIETTE GELDENHUYS
and JOHN VILJOEN
Staff Reporters

A MARCH by more than 1 000 township high school pupils was marred by chaos at Cape Town station where hawkers' stalls were looted.

The pupils marched on Department of Education and Training offices on the Fore- shore yesterday as part of a week of action over exam fees and other issues.

Congress of South African Students (Cosas) spokesman Mr Vuyiso Tyhalisisu condemned incidents of crime during the protest.

"If they steal, they are criminals and it is a police issue, not part of our programme," said Mr Tyhalisisu.

The organisers of the week of action could not condone criminal acts, he said.

A hawker was robbed of five pairs of shoes worth R55 each as pupils moved through the station, police liaison officer Lieutenant John Sterrenberg said.

Police apprehended three pupils for allegedly stealing from a tuckshop at the station.

They were released when the shopowner said she did not wish to lay charges, police Captain Loekie Jordaan said.

 Moments before the first group of pupils were about to leave for Khayelitsha by train, police detained a youth suspected of stealing an engraved watch.

The pupil was released "after follow-up investigation proved he could legally have possessed the watch," Lieutenant Sterrenberg said.

There were allegations that pupils threatened commuters with knives, but this was not reported to the police.

Pupils on their way to the march did not have tickets and were put off trains at Langa station, a Spoornet spokeswoman said.

The pupils then split in two groups and caught trains to town from Pinelands and Hazendal stations.

Commuters were forced out of trains at Hazendal station as "pupils took over the train", said the spokeswoman.

Just before noon yesterday about 1,000 pupils arrived at the DET offices, presented a memorandum and left. An hour later, a second group of several hundred pupils arrived.

The memorandum was handed to Mr Anton Gunter, DET Western Cape head of subject advisory services.

In it the pupils demanded the "immediate" scrapping of examination fees and school fees.

The pupils demanded an answer to the memorandum by March 8, and Mr Gunter said this would be done.
IDT defends disbandment call

THE Independent Development Trust has denied it has a unilateral approach to its allocation of funds to tertiary educational institutions.

In a statement yesterday in response to calls for its disbandment, the IDT said it had “regular discussions” with all organisations concerned with the payment of student fees and had met with the Pan-Africanist Students Organisation and the South African Students Congress (Sasco) only last month.

Earlier this week Sasco announced a plan for mass action to press for the disbandment of the IDT because of its “unilateral approach.”

The IDT statement said in 1991/2 the IDT allocated R53 million to 19 tertiary education institutions. A total of 16,911 students had been assisted with loans from these funds.

In 1993 a further R25m had been allocated and, together with the Kagiso Trust, the IDT was embarking on a major fundraising drive inside and outside the country to try to double this. A total of 25 tertiary institutions would be assisted this year.
Natal shuns education plan

DURBAN. — The Natal Education Board (NEB) yesterday dissociated itself from a proposed plan for education in KwaZulu, announced by Education and Culture Minister in the House of Delegates Mrs Devogie Govender on Wednesday.

The proposals were developed by a joint working group of five education departments in the region.

NEB chairman Professor André du Preez said Mrs Govender claimed that the group had met under the aegis of the NEB. The professor said the discussions had been informal input and "had not been mandated to deliver a plan". — Sapa
Students return to class on Monday

JOHN VIJJOEN
Education Reporter

If the DET did not act on their demands, a Cosas spokesman said yesterday.

The compulsory examination fee for matric and a claim that some schools were charging school fees were issues at the centre of the protest in the Western Cape and the more violent events in Soweto.

DET officials pointed out that in terms of regulations, their schools did not charge compulsory school fees.

The R72 exam fee was intended to partially cover administrative costs and was implemented by the Department of National Education.

The fee only covered 40 percent of the state's costs for the exams, said Dr Johan Garbers, the Director-General of National Education this week.

It would cost the state R32.5 million to waive the exam fees of an estimated 450,000 matric candidates.

WESTERN CAPE black high school pupils will be back at school on Monday, according to the Congress of South African Students (Cosas).

But, the respite in protest action against the Department of Education and Training will be short-lived if demands presented to officials are not met.

Township high schools were empty most of this week as pupils took part in action called by Cosas, the Pan Africanist Student Organisation of Azania (Paso), and the Azanian Student Movement (Azasm).

A march to the DET offices by about 2,000 pupils ended in chaos on Thursday with claims that pupils looted stalls at Cape Town station, although none was detained by police.

Pupils presented a list of demands to DET officials during the march which included the "immediate" scrapping of examination and school fees.

They called on the DET to build and open more schools, provide necessary educational facilities, stop taking unilateral decisions and talk to parents, teachers, students and community organisations to resolve education problems.

The DET has been given until March 8 to respond to the demands, with pupils threatening further action should their grievances not be addressed.

Cape Town officials have pledged to supply a response by the deadline.

Whether it will be satisfactory remains to be seen.

Pupils would return to school for lessons on Monday, but would review the situation if the DET did not act on their demands, a Cosas spokesman said yesterday.
By Diane Coetzee

COMMMUNITIES waging a battle for quality education will have to take their struggle right to the heart of government if they are to succeed.

This was said by Mr Randall van den Heever, general secretary of the 60 000-strong South African Democratic Teachers' Union (Sadtu), the organisation spearheading the campaign to fight a comprehensive cut-back programme in education.
The cuts include the refrenchment of hundreds of teachers, closure of education colleges, non-appointment of substitutes and an end to travelling allowances for teachers in rural areas.
The battle over the past six months has been waged between the Department of Education and Culture in the House of Representatives and teachers, parents and pupils.

Van den Heever said: "The onslaught on education is part of a broader political strategy which goes beyond the administration of the HoR."

Such a political matter then demands a political response."
The political strategy referred to by Van den Heever is the government's attempts to drastically reduce its budget deficit — including the pay of the DEG — which is about R10 billion.

Over the past year, the government has faced growing disclosures of corruption and gross mismanagement of state finances.

During the height of the debate in October, for example, shock disclosures of fraud, corruption and mismanagement in government departments were made by the Joint Committee of Public Accounts.

The committee: - Sharped the SADF for allowing (individual) CCB members to control accounts worth nearly R4 million.
- Criticised the government for building a computer centre at a cost of nearly R10 million without official approval.
- Demanded a judicial inquiry into state involvement in the collapse of the multi-million rand Cape Investment Bank.

Randall van den Heever

At the time, the report related a tale of incompetence, mismanagement and lack of government control over state expenditure. There have been other reports — notably the Pickard report in May which slammed the Department of Development Aid. It found that government officials had stolen or squandered millions, perhaps billions, of taxpayers' money.

Earlier this month it was revealed an internal HoR investigation into suspected financial irregularities — said to involve hundreds of thousands of rand — will be completed next month.

It is against this background that the education struggle is waged.

Also, State President Mr F W de Klerk said earlier this year the public sector would have to be cut drastically and this sector would have to be made to prevent the country from sliding further into insolvency.

Van den Heever said it was clear from the HoR's meeting with the DEG last week the department's directorate only has limited powers.

The minister for rationalisation has not come directly from the House of Representatives," he said.

"It is an instrument from the top — from Mr De Klerk and (Finance Minister) Mr Denk Kaps. They are working hand in glove with the World Bank in implementing this programme of rationalisation.

"The HoR is merely the vehicle for the instructions and officials there keep repeating to us that they can't do any more themselves.

Van den Heever said the attack on education was not only confined to South Africa.

At the recent launch of the 20-million strong Education International in Stockholm, the fight against privatisation, rationalisation and cut-backs in education was identified as a priority.

"Education in countries like Chad, Zamba and Zimbabwewe was also feeling the brunt of the 'international strategy' formulated by the World Bank.

"At the conference (which Sadtu attended as an affiliate) it was felt international strategy was needed to fight this onslaught against education," Van den Heever said.

Against this background, the government was ready to trade the reduction in debt for a decline in the country's most precious resource — education.

The onslaught began in House of Assembly schools a few years ago, with teachers accepting early retirement packages and between one and three facing retrenchment at every school.

Teachers in these schools did not make much protest.

"In schools under the House of Delegates, teachers have yet to be fully implemented and in the Department of Education and Culture, the problems have less to do with rationalisation and cut-backs than with severe backlogs in facilities and staff.

"It is the HoR, however, that presents against the government's strategy has been most widely and successfully felt.

"With Sadtu at its head, the campaign has included mass protest action, demonstrations, marches and sit-ins at schools and the offices of the department.

"However, what we should do now is take the campaign to the heart of government and involve people from all organisation," Van den Heever said.

"The government has been dealing with the rationalisation programme in a piece-meal fashion, tearing up black teaching staff and hoping to keep us divided in the old apartheid way.

"We must prevent this from happening," Van den Heever added that while local gains through mass action are important, he struggle needed to become more political.

"We are meeting with organisations like the ANC, the National Education Conference and Asso to form a broad united front against the cut-backs.

"This is the only way the battle will truly be won."
Role of Arkansans Speaks For Itself

Dr. F. R. Kohl replies to criticsms that the talk is the language of the site
Where handicapped and normal children fit in

Getting to know you...

ANDREA WEISS
Health Reporter

IF you thought handicapped children needed to be separated from others, it's time you had a rethink.

Integrating handicapped with non-handicapped children is one of the chief aims of the Peter Pan Down Syndrome Centre - a pre-school in Woodstock.

At the Methodist Church in Roodehoven Road, about 30 children - a quarter of whom have handicaps ranging from Down's Syndrome to physical disabilities - play happily side by side.

The casual visitor would probably have to look twice before noticing differences among the lively pre-schoolers.

Mrs Almarie Williams, vice-principal and fund-raiser, explained: "From the handicapped children's point of view, they are not seen as different from other children and because of this they develop at a greater rate than they would otherwise.

"On the other hand, the 'normal' children come to realise that there are others who are handicapped and spontaneously learn to help."

For a shy child, for instance, the contact with a characteristically sweet and loving Down's syndrome child could help to break the ice.

Conversely, the handicapped children constantly surprise their teachers by doing things they may not have been expected to manage.

The school, with its four dedicated teachers, principal, vice-principal and driver, is soon to move to new premises in Salt River to occupy eight shipping containers given by Saltmarine.

While, for many, container classrooms may seem like making do with very little, the school is delighted with the move.

For a while the school was housed in premises owned by the Roman Catholic Church in Hope Street. But these were sold and it moved to Woodstock.

It is hoped the latest move will give it a permanent home and there are plans for a community centre on a vacant site next to the containers.

The containers are insulated, have linoleum floors and windows, making them quite comfortable classrooms.

Outside, a stretch of gravel awaits roll-on lawn and the concrete walls are just begging for bright murals.

The children follow a programme called Get Set, devised in the United States and adapted for South African use. Its emphasis is on developing the individual potential of each child.

Classrooms are divided into a variety of areas, from art to a quiet area. The day starts with planning time when each child chooses what he or she wants to do. The sessions are rounded off with call time when they get together to talk about their activities.

Now that the school's space problem has been solved temporarily, salaries remain the biggest headache. It has some funding from Germany and visiting German students help out.

Parents pay a nominal R100 a month but because two meals a day and higher levels of staffing are needed, salaries are low.

It is perhaps a mark of the staff's dedication that they are prepared to stay when more lucrative appointments may be obtained elsewhere.

The school also has immediate needs for shelving, trees and plants for improving the surroundings, child-size tables, curtains and even a paddling pool would all be gratefully accepted.

Anybody able to lend a hand should contact the principal, Mrs Jean Korn or Mrs Williams at the school at 47 5554 or Mrs Williams at home (794 6556).
School in turmoil over new teacher

JOHN VILJOEN
Education Reporter

A CROSSROADS school is in turmoil over the controversial appointment of a new teacher that has split the staff and disrupted learning.

More than 1 800 pupils at Noxolo Primary have had no classes for two weeks after the appointment of Miss Zoleda Magi as a department head.

Of a staff of 36, all but seven teachers have refused to work since she arrived, saying Miss Magi was appointed without the principal being consulted or the post advertised.

Noxolo staff spokeswoman Miss Nombeko Stuben said the Department of Education and Training had approved Miss Magi’s appointment at the request of a mysterious three-strong “interim committee”.

The Noxolo school committee was recently dissolved and the “interim committee” assumed power over school affairs, claiming to have the support of the community.

But the committee members were not the choice of the community or even familiar to them, and exercised power through intimidation, Miss Stuben alleged.

The committee requested Miss Magi’s transfer from Intlagiselo Secondary as a department head and the DET approved it, without Noxolo staff being consulted or offered the post, she said.

The interim committee was believed to consist of supporters of the Crossroads branch chairman of the African National Congress, Mr Jeffrey Nongwe.
The Performing Arts Council of the Transvaal was not represented at the first meeting which took place on 1992-12-08, and which was attended by the Transvaal Provincial Administration and the ANC, although Pact was fully informed about the decisions taken at the meeting.

A joint statement was issued after the conclusion of the first meeting on 1992-12-13.

Mr A GERBER: Mr Chairman, arising out of the reply of the hon the Minister, we should like to know whether the future of Pact is now being determined by the TPA in co-operation with the ANC, and whether there are also other parties which have been approached to make a suggestion in this regard. Is it these two parties only which are involved in the decision on the future of Pact?

The MINISTER: Mr Chairman, as I in fact stated, according to the reply that was obtained, both the Administrator ... [Interjections] ... and from my own knowledge I know ... [Interjections].

The CHAIRMAN OF THE HOUSE: Order! The hon member for East London North was not called upon to speak.

The MINISTER: I know from my own experience and knowledge that the Administrator and Pact are consulting more widely than only with the parties mentioned here. [Interjections.]

The CHAIRMAN OF THE HOUSE: Order! As the time for replying to questions on general affairs has expired, we go on to own affairs. [Interjections.] Order! Hon members must not take this amiss, but I am certainly not prepared to carry on struggling to bring about order in this House.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

Core syllabuses in schools: revision

Mr R M BURROWS asked the Minister of National Education:

(1) Whether, with reference to the reply to Question No 64 on 19 March 1992, the Committee of Heads of Education Departments has finalized the revision of core syllabuses; if not, (a) why not and (b) when is it anticipated that the matter will be finalized; if so, with what result?

No. 6, 1992.

Prisoners: accidental injuries

Mr A J LEON asked the Minister of Correctional Services:

How many persons serving terms of imprisonment were injured accidentally in 1992?

The MINISTER OF CORRECTIONAL SERVICES:

During 1992, 5458 prisoners sustained injuries. This represents approximately 1.35% of the total number of prisoners admitted to South African prisons from police custody and courts during the 1992 calendar year. These statistics include, inter alia, injuries sustained in work situations and during participation in sport.

The Department of Correctional Services does everything possible to prevent accidents and injuries to prisoners. The safe custody of prisoners implies, inter alia, the prevention of accidents and injuries. With due consideration of safety measures comprehensive instructions and precautions exist to ensure that prisoners do not injure themselves or other prisoners during work, recreation or otherwise. Where appropriate, the stipulations of the Machinery and Occupational Safety Act, 1983 (Act 6 of 1983) are complied with.

When prisoners participate in organized sport it is done under supervision and preventative measures are also taken to prevent prisoners from being injured.

Every injury sustained by a prisoner is properly recorded and should the circumstances under which it was sustained or the nature of the injury necessitate it, a comprehensive enquiry is held into the incident. If necessary remedial/preventive steps are instituted.

It is standing practice that every prisoner who sustains an injury is seen by a doctor in order that he may receive the necessary medical treatment.

Should a prisoner sustain an injury during the performance of his work or during participation in organized sport the stipulations of the Correctional Services Regulation 107 may become applicable.
school, the governing body is continuing with this number was closed;
(b) Hoërskool Carletonville.

Robbery at secondary school

2. Mr A GERBER asked the Minister of Education and Culture:
(1) Whether a robbery took place recently at a certain secondary school for boys, the name of which has been furnished to the Minister's Department for the purpose of his reply; if so, what are the relevant details, including the name of the school;
(2) whether any security measures or additional security measures have been taken at this school since then; if not, why not; if so, what measures;
(3) whether he will make a statement on the matter.

The MINISTER OF EDUCATION AND CULTURE:
(1) Yes, the administrative manager at Glenwood Boys' High School was held up by two men armed with a hand-grenade. Cash, cheques and credit card slips to the value of R18,746.00 were taken;
(2) yes, stricter access control to the administrative office area was ensured. The governing body is investigating this aspect further;
(3) no.

White schools/collages closed

3. Mr R M BURROWS asked the Minister of Education and Culture:
(1) Whether, with reference to the reply to Question No 3 on 12 February 1991, any of the four executive education departments of his Department closed any schools or colleges of education in 1992;

Old-age pensioners: means test adjusted

4. Mr B B GOODALL asked the Minister of Health Services and Welfare:

Whether any steps are being taken by her Department to adjust the means test for White old-age pensioners; if not, why not; if so, what steps?

The MINISTER OF HEALTH SERVICES AND WELFARE:
The possible adjustment of the means test is continuously receiving the Department's attention. Any adjustment in this regard is, however, subject to the availability of funds.

The MINISTER: Mr Chairman, I should like to know what the hon member is referring to. We are in the process of phasing out all forms of discrimination.

Mr H D K VAN DER MERWE: Mr Chairman, further arising out of the hon the Minister's reply, I want to ask her whether she is continuing to use racial terms like "White"?

The MINISTER: Mr Chairman, I would like to know what the hon member is referring to. We are in the process of phasing out all forms of discrimination.

Mr H D K VAN DER MERWE: Mr Chairman, further arising out of the hon the Minister's reply, I want to ask whether the phasing out of White affairs will therefore also mean the phasing out of the term "White".

The MINISTER: Of course!

Mr H D K VAN DER MERWE: [Inaudible.]

The CHAIRMAN OF THE HOUSE: Order! The hon member has already put his question!

Mr R M BURROWS: Mr Chairman, further
50 teachers, pupils arrested at DET office protest

JOHN VILJOEN
Education Reporter

MORE than 50 teachers, pupils and parents were arrested when police broke up a protest outside Department of Education and Training offices.

Police with batons and dogs ended an attempt to occupy DET offices for a sit-in yesterday, bundling people into lorries.

They were taken to Sea Point police station, where 45 adults were released on R50 bail and seven pupils were freed without bail.

The protesters were charged with holding an illegal gathering and are expected to appear in the Cape Town Magistrate's Court today.

Two women were given stitches at Somerset Hospital for head wounds allegedly caused by police batons. One pupil was treated after tear gas was sprayed in her face.

About 1,000 protesters, mostly from Ikamvaletu Finishing School, spent about three hours outside the DET offices.

The rest were from Luhanyo Combined School in Zweihlile, Hermanus.

Ikamvaletu principal Mr Ben Tshimane said his pupils and staff demanded the use of an empty Sporwood hostel in Philippi.

Since the school opened a year ago, it had been "platooning" with Langa Comprehensive, holding classes between 3pm and 7pm.

Ikamvaletu is for pupils who fail some of their matric subjects.

The DET had broken a promise to provide a combined school, they claimed.

Zweihlile had the only black school in the Overberg and pupils travelled from Stanford, Gansbaai and Bot River.
2 hurt, 52 held: Pupils, demod:

By Ravenea More
GOVERNMENT NOTICES

ADMINISTRATION:
HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 323  5 March 1993

EDUCATION AFFAIRS ACT
(HOUSE OF ASSEMBLY), 1988

AMENDMENT OF REGULATIONS RELATING TO
GOVERNING BODIES OF STATE-AIDED SCHOOLS,
EXCLUDING STATE-AIDED SCHOOLS FOR
SPECIALISED EDUCATION

The Minister of Education and Culture has under
section 112 read with section 31 of the Education
Affairs Act (House of Assembly), 1988 (Act No. 70 of
1988), amended the regulations promulgated by
Government Notice No. R. 2932 of 6 December 1991,
as set out in the Schedule.

SCHEDULE

1. In this Schedule, unless the context indicates
otherwise, the expression "the Regulations" means
the Regulations promulgated by Government Notice
No. R. 2932 of 6 December 1991, as amended by
Government Notices Nos. R. 441 of 14 February 1992

2. The following regulation is hereby inserted in the
Regulations after regulation 4:

"DISSOLUTION AND RECONSTITUTION OF
GOVERNING BODIES

4A. (1) Whenever for any reason the number of
members of a governing body falls below the
quorum referred to in regulation 20, such govern-
ing body shall be deemed to have been dissolved
and a governing body shall within six weeks be
reconstituted in accordance with regulation 2.

92920 — A

GOEWERMENSTKennisGewings

ADMINISTRASIE:
VOLKSTRAAD

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 323  5 Maart 1993

WET OP ONDERWYSZAANGELEENTHEDE
(VOLKSTRAAD), 1988

WYSIGING VAN REGULASIES BETREFFENDE
BESTUURSLIGGAME VAN STAATSONDERSTEUN-
DE SKOLE, UITGESONDERD STAATSONDER-
STEUNDE SKOLE VIR BUITENGEWONE ONDER-
WYS

Die Minister van Onderwyss en Kultuur het kragtens
artikel 112 saamgelees met artikel 31 van die Wet op
Onderwyszaangeleentheid (Volksraad), 1988 (Wet No.
70 van 1988), die regulasies afgekondig by Goewer-
menskennisgewings No. R. 2932 van 6 Desember 1991,
gewysig soos uiteengesit in die Bylae.

BLYEAE

1. In hierdie Bylae, tensy uit die samehang anders
blyk, beteken die uitdrukking "die Regulaties" die
Regulaties afgekondig by Goewemenskennisgewing
No. R. 2932 van 6 Desember 1991, soos gewysig by
Goewemenskennisgewings Nos. R. 441 van 14

2. Die volgende regulasie word hierby in die Regula-
sies ingevoeg na regulasie 4.

"ONTBINDING EN HERSAMESTELLING VAN
BESTUURSLIGGAME

4A. (1) Wanneer die getal lede van ’n
bestuursliggame om enige rede minder as die
kworum bedoel in regulasie 20 word, word sodan-
ige bestuursliggame geag ontbind te wees en
word ’n bestuursliggame binne ses weke
ooreenkomstig regulasie 2 hersaamgestel.

14604 — 1
(2) If at least 60% of all parents entitled to vote under regulation 8 (1) at the election of members of a governing body of a state-aided school, should, at a parents’ meeting convened for this purpose with at least 14 days’ prior written notice which shall be sent by post to such parents, or be handed to each pupil with the oral instruction to hand it to his parents, vote for a motion of no confidence in the governing body concerned, the chairman of the governing body shall dissolve such governing body within seven days after such parents’ meeting, whereupon a governing body shall within six weeks be reconstituted in accordance with regulation 2.

(3) The chairman of a governing body shall convene a parents’ meeting as contemplated in subregulation (2), within 21 days after he has been requested thereto in writing by not less than 20% of the parents entitled to vote referred to in that subregulation.

(4) The functions of a governing body in terms of these Regulations shall, during the period from the dissolution of the governing body of a state-aided school until the reconstitution thereof, be performed by a management committee consisting of not more than four persons appointed by the Executive Director concerned.”.

(2) Indien minstens 60% van alle ouers wat kragtens regulasie 8 (1) geregtig is om by ’n verkiezing van lede van ’n bestuurselfiggaam van ’n staatsondersteunde skool te stem, by ’n ouerovergadering wat met minstens 14 dae skriftelike kennisgewing wat aan bedoelde ouers per pos versend moet word of aan elke leerling oorhandig moet word met die mondelinge opdrag om dit aan sy ouers te oorhandig, vir dié doel belê is, ten gunste van ’n mosie van wantroue in die betrokke bestuursliggaam stem, moet die voorsitter van die bestuursliggaam sodanige bestuursliggaam binne sewe dae na sodanige ouerovergadering onttitelaar oor ’n bestuursliggaam binne ses weke ooreenkomsing regulasie 2 hersaamgestel word.

(3) Die voorsitter van ’n bestuursliggaam moet ’n ouerovergadering soos in subregulase (2) bedoel, belê binne 21 dae nadat hy skriftelik daar toe versoek is deur minstens 20% van die stemge regte ouers in daardie subregulase bedoel.

(4) Die werkzaamhede van ’n bestuursliggaam ingevoegde hierdie Regulasies, word gedurende die tydperk vanaf die onttiteling van dié bestuursliggaam van ’n staatsondersteunde skool tot die hersamstelling daarvan, deur ’n bestuurskomitee bestaande uit hoogstens vier persone deur die betrokke Uitvoerende Direkteur aangestel, ver rig.”.

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**ADMINISTRATION:**
**HOUSE OF REPRESENTATIVES**

No. R. 350  
5 March 1993

**CORRECTION NOTICE**

**COLOURED PERSONS EDUCATION ACT, 1963: AMENDMENT OF REGULATIONS**

Government Notice No. R. 3178 published in *Gazette* No. 14410 of 20 November 1992 is hereby corrected as follows:

1. In the English text on page 50, under regulation 3 of the amending regulations—
   (a) substitute "B6.3 (c)" for "B.3 (c)" where it occurs in regulation B6.5 (b); and
   (b) substitute the word "or" for the word "of" where it occurs in regulation B6.6.

2. In the Afrikaans text on page 50, under regulation 4 of the amending regulations, substitute the word "personeel" for the word "personell" where it occurs in regulation B8.2.

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**ADMINISTRASIE:**
**RAAD VAN VERTEENWOORDIGERS**

No. R. 350  
5 Maart 1993

**VERBETERINGSKENNISGEWING**

**WET OP ONDERWYS VIR KLEURLINGE, 1963: WYSIGING VAN REGULASIES**

Goewermentskennisgewing No. R. 3178, gepublisoeer in *Staatskoerant* No. 14410 van 20 November 1992 word hierby soos volg verbeter:

1. In die Engelse teks op bladsy 50, onder regulasie 3 van die wysigingsregulasies—
   (a) vervang "B.3 (c)" waar dit in regulasie B6.5 (b) voorkom deur "B6.3 (c)"; en
   (b) vervang die woord "of" waar dit in regulasie B6.6 voorkom, deur die woord "or".

2. In die Afrikaanse teks op bladsy 50, onder regulasie 4 van die wysigingsregulasies, vervang die woord "personeel" waar dit in regulasie B8.2 voorkom, deur die woord "personeel".
ANC in bid to fix crisis in schools

Johannesburg. — ANC secretary-general Mr Cyril Ramaphosa would intervene “at the highest level” in a bid to find a solution to the escalating crisis in black education, ANC education spokesman Mr Lindelwa Mabandla said yesterday.

Mr Ramaphosa’s move reflected the concern within the ANC leadership about the situation in Soweto schools and a threatened nationwide strike by teachers, he said.

The crisis centres around a dispute between the SA Democratic Teachers’ Union (Sadtu) and the Department of Education and Training (DE&T) over salary rises, retrenchments and working conditions.

Disruptions have already spread to the Western and Eastern Cape, and to Pretoria townships.

Mr Mabandla said SA’s future progress depended on attaining stability in schools, and improved education standards.

A strike ballot is being held among teachers in all regions in expectation of the failure of talks between Education and Training Minister Dr Sam de Beer and Sadtu president Mr Shepherd Mdlalana in Cape Town this morning.

Teachers are demanding a 25% salary increase, but the government has offered only 5%.

DE&T spokesman Mr Corrie Rademeyer said: “We are given a budget and we have to work within it. It’s as simple as that.”
THE government closed down 88 white schools and two colleges of education last year, Minister of Education and Culture in the House of Assembly Mr Piet Merzbach said yesterday.

This was done "to ensure the cost-effective utilisation of facilities," he said in reply to a question, tabled in Parliament by Mr Roger Burrows (DP, Pinetown).

More schools or colleges would be closed down in 1993, he said.
DET in talks on extra school space

THE Department of Education and Training met a delegation of parents, teachers and pupils of Ikamvaletu Finishing School late yesterday afternoon to discuss possible solutions to the school's accommodation problems.

Western Cape director of the DET Dr J H P Brand said officials of Spoornet were expected to attend the meeting as a building they owned was one of the options to be discussed.

Two pupils were injured and 52 people were arrested when violence broke outside the DET's Foreshore offices on Wednesday during a protest by Ikamvaletu pupils and teachers held to demand accommodation.

Dr Brand said that the DET would discuss the use of the empty Spoornet hostel in Philippi while a permanent solution was being sought.

Ikamvaletu, which is for pupils who are repeating matric, has been "platooning" at Langa Comprehensive School for two years, holding classes between 3pm and 7pm.
The commission's new focus was initiated last month when it said it had received disturbing information about a number of incidents of violence and intimidation involving teachers.

Meanwhile, the commission is expecting reports on inquiries it held last year, including probes into the Bolobedu massacre and train violence.

An inquiry into attacks on policemen continues from Monday in Pretoria, while in Cape Town the investigation into the smuggling of illegal arms into South Africa goes on today.

The commission's recommendation on guidelines to prevent mass demonstrations and protests turning violent has been gazetted for further submissions.

Current investigations by the commission's special investigation team are being kept under heavy wraps, as the work is "too sensitive", a source said.

It has also been established that the investigations into Military Intelligence is still in progress. It was launched in the wake of a raid on an MI building which revealed that former Civil Co-operation Bureau operative Ferdi Barnard had been employed by MI in 1991.

It is understood investigators are making good progress.
Bursaries: children of employees hardest hit

Tax exemptions for bursaries and scholarships applying to children of employees are still inadequate, and should be reconsidered in the light of the education crisis, says Dave Dickens of International Compensation. "Although the Department of Inland Revenue has relented on certain aspects of the taxation of scholarships and bursaries, children of employees are still hit hardest," he says.

According to the draft practice notes circulated by the department, only employees earning less than R36 000 a year are entitled to a tax-free bursary to the value of R1 200 per dependant. "Our special survey on company-sponsored educational assistance revealed that this area of corporate social responsibility was directed specifically at low-income employees for tertiary education purposes," says Dickens. "The present ceiling of R1 200 for bursaries is absurd, because tertiary education fees alone can amount to more than R6 000 per annum."

Dickens states that the most important criterion for the awarding of company bursaries was financial need, and in many cases, multinationals in South Africa were compelled to offer this form of educational support in terms of the now defunct Sullivan Code. "Where the bursaries are most needed, the most restrictions apply," he points out. "We are currently motivating very strongly to the Department of Inland Revenue to reconsider this aspect of the Act."
JOHANNESBURG. —
The government is responsible for creating the education crisis, the ANC said yesterday.
"The education crisis... is the responsibility of the apartheid regime, and as long as they continue to hold office, they have an obligation to resolve it."

The ANC said it supported the National Education Conference's demand for a representative national education and training forum to be established to achieve consensus on the future of education.
— Sapa
Welcome to the Future of Early Childhood Education:

"Hey! Where is everybody?" Fast learners!

Today, I'm going to teach you everything you need to know...
The problems facing schools in South Africa are severe. The Department of Education and Training is struggling to address the needs of students and teachers. The following issues have been raised:

1. **Teacher Shortage**
   - The number of qualified teachers is insufficient to meet the needs of students.
   - Teachers are overworked and underpaid.

2. **Infrastructure**
   - Many schools lack basic amenities such as water, electricity, and sanitation.
   - Classrooms are overcrowded, making it difficult for students to learn.

3. **Curriculum**
   - The curriculum is too rigid and does not cater to the diverse needs of students.
   - There is a lack of resources for specialized subjects.

4. **Student Discipline**
   - Student behavior issues are common in many schools.
   - There is a need for better discipline policies and enforcement.

5. **Teacher Training**
   - There is a need for ongoing professional development for teachers.
   - Teachers require more training to handle the diverse needs of students.

The crisis in education has reached a critical point. The government must take immediate action to address these issues and ensure that every child has access to quality education.
WE WILL soon have a new national academy which will embrace the natural sciences, humanities and engineering.

This development is important because an academy, whose membership is elected by the academic community itself, and not by the government, can play an important role in the intellectual leadership of the nation by commenting on policy matters in an independent manner and striving to promote science in the community at large. So far, in South Africa, this possibility has been frustrated by the usual divisions.

So it is heartening that the new non-racial body, to be called the Academy of Science of South Africa, has the support of the three existing academies: the predominantly English-speaking Royal Society of South Africa, the Afrikaans Sud-Afrikaanse Akademie vir Wetenskap en Kuns, and the (black) Science and Engineering Academy of South Africa.

But Rein Arndt, president of the Foundation for Research Development and chairman of the new academy's temporary nominations committee, is careful to point out that the new body is not an amalgamation nor a replacement for the existing science academies.

This could be a great mistake. If the nation's scientists cannot put aside their sectarian interests to serve a common pursuit, what hope is there for the rest of South Africa? The new academy will be stillborn unless it chooses to lead by example.

Each of the three existing academies has nominated 12 people, not necessarily members of their academy, to sit on the electoral college which will elect the first 60 members of the new body.

In the first instance, members of the electoral college are not eligible for nomination. Once 60 members have been elected, they will comprise a new electoral college to elect a further 40 members and, in this second round, members of the first electoral college will be eligible for nomination.

This system has the potential to lead to what zoologists call reciprocal altruism. Or, in layman's terms: You scratch my back, I'll scratch yours.

Once 100 founder members are elected, they will formally adopt a constitution and elect office-bearers and additional members as they see fit. Former president of the Royal Society of South Africa Wieland Govers feels that membership will comprise not only scientists who have made outstanding research contributions (as is the normal procedure), but also "demonstratively capable scientists in a position to promote the academy's objectives".

The voting procedure is nothing if not complicated. Members will be asked to vote for or against each candidate, or to register a "neutral" vote.

The candidates with the largest number of affirmative votes will be elected; anyone with more than 25 percent negative votes will be excluded.

This allows an existing academy to defeat someone in the first round if their nominees vote as a bloc. Even the National Party might balk at such an extreme application of the minority veto concept.

Prospects for funding the new academy are uncertain. The government has awarded it a very modest (R100 000) grant to get off the ground, but has made it clear a slice of the science budget will not be forthcoming, and the new body must look to the private sector or its own activities for funding.

Of the existing academies, the Academy is not only the sole recipient of a state grant, but it is also the one which receives the most substantial private sector funding. This dates from the days when getting into bed with the establishment was considered good for business in some corporate quarters.

In other countries, national academies derive their income from a variety of sources. In the United Kingdom, the Royal Society receives a small but significant percentage of the science budget. The Australian Academy derives most of its income from the sale of textbooks it publishes. The US National Academy of Sciences' major source of revenue comes from contracts from the research councils, mostly to compile policy reports.

But there is no doubt about the merits, in principle, of the role which a strong and independent academy can play in the affairs of our nation. The lack of interest in science in our society, and its correspondingly low status, is almost certainly partly due to the absence of a lobby promoting it at the national level.

MICHAEL CHERRY is the head of a research department at the SA Museum.
NP demand on education

The principle of "distinctive education" will have to be entrenched in a new constitution and bill of rights, the Minister of Education and Culture, Mr Piet Marais, has said in the House of Assembly.

Replying to debate on the Education Affairs Amendment Bill, he said distinctive education, with equal State support, had to be an option for those who wanted it.

This did not necessarily mean whites-only education as the Conservative Party would have it. It meant education based on mother tongue or on cultural, religious or other inner values. The government would push very strongly for this at the negotiating table. There were certain aspects on which it was not possible to make concessions.

Mr Marais also invited MPs to make suggestions to him on who should be paid compensation when Model C schools were taken over again by the State, as envisaged in the Bill.

Further adjustments could be made to the legislation if necessary.

The measure was passed by 158 votes to 41, with the AVU, CP, DP and ANC- and IFP-aligned Independent MPs voting against. — Sapa.
The independent development fund spends millions of rand on education of the very poor and black students and that the money be allocated in that manner.

University and education fees. Education Reporter JONH VILJOEN monitors the situation.

**Distrust...the Trust**

**Education**
CAPE TOWN — Finance Minister Derek Keys has painted a grim picture of the state of education, noting that 60% of the economically active population is "functionally illiterate".

He states the culture of learning among teachers, parents and children has deteriorated "to the point of collapse in certain urban areas".

Keys notes that the relatively high aggregate spending on education and training "contrasts sharply with the poor performance of education".

This is because aggregate expenditure still conceals wide racial and spatial disparities in access to and quality and utilisation of education.

"This inefficient expenditure on education and training has impaired the capacity of a large proportion of the population to participate effectively in the mainstream economy."

The Minister says the most disturbing features of education currently are:
- Almost 60% of the economically active population is considered to be functionally illiterate;
- The dropout rate is high, particularly among blacks — only some 50% of sub-A entrants in 1988 reached Standard 10;
- There was a 38.6% decline in those acquiring artisan status between 1994 and 1996;
- Education administration is fragmented and duplicated; and
- Black education suffers from inadequate resources including properly trained teachers.
INCOME TAX:

TAXATION IMPLICATIONS OF BURSARIES AND SCHOLARSHIPS (APPLIES FROM COMMENCEMENT OF YEARS OF ASSESSMENT ENDED OR ENDING ON OR AFTER 1 JANUARY 1992 UNLESS OTHERWISE INDICATED)

1. STATUTORY PROVISIONS

1.1 Section 10 (1) (q), which was added to the Income Tax Act, 1962 (the Act), by section 10 (1) (p) of the Income Tax Act, 1992, provides for the exemption from income tax of any bona fide scholarship or bursary granted to enable or assist any person to study at a recognised educational or research institution subject to the following conditions:

   If such scholarship or bursary has been granted by an employer or an associated institution (as defined in paragraph 1 of the Seventh Schedule to the Act) to an employee (as defined in the said paragraph) or to a relative of such employee in circumstances indicating that the scholarship or bursary would not have been granted had that employee not been an employee of that employer, the exemption shall not apply—

   (i) if any remuneration to which the employee was entitled or might in the future have become entitled was in any manner whatsoever reduced or forfeited as a result of the grant of such scholarship or bursary, i.e. a salary sacrifice,

   (ii) in the case of a scholarship or bursary granted to enable or assist any such relative of any employee so to study, if the remuneration derived by the employee during the year of assessment exceeds R36 000; and

   (iii) to so much of any scholarship or bursary contemplated in paragraph (ii) as in the case of such relative exceeds R1 200 during the year of assessment.

1.2 Where a scholarship or bursary is granted subject to a salary sacrifice [paragraph 1.1 (i)], section 23 (j) [which was inserted in the Act at the same time as section 10 (1) (q)] provides that where a taxpayer is an “employer” or “associated institution” (as respectively defined in the Seventh Schedule to the Act) no deduction will be made in respect of the cost to the taxpayer of providing such scholarship or bursary. (See also paragraph 4.2.)
2. INTERPRETATION OF WORDS AND PHRASES

2.1 "Bona fide scholarship or bursary" refers to financial or other assistance granted to a person to enable him to study at a recognised educational or research institution. It would include a grant which is in terms of a written agreement conditional on the fulfilment of stipulated requirements; for example, the grantee is required to obtain a qualification or take up employment with the grantor on completion of the course of study.

2.1.1 The grant must be made to enable the grantee to pursue a course of study for the purpose of gaining or expanding his knowledge, intellect or skills.

2.1.2 A reward or reimbursement of study expenses (borne by a person) after completion of his studies does not constitute a scholarship or bursary as the grant must have been made to enable or assist the grantee to study.

2.1.3 The tax position relative to scholarships, bursaries and study loans is dealt with in paragraph 4 of this Practice Note.

2.1.4 A direct payment of fees, for example to a university, for the purpose of an employee's studies is regarded as falling within the ambit of a scholarship, bursary or grant.

2.2 "A recognised educational or research institution" comprehends a "college" or "university" as defined in section 18A of the Act, or a school or any other educational or research institution whereever situated which is of a permanent nature, open to the public generally and offering a range of practical and academic courses.

2.3 "To study" relates to the formal process whereby the person to whom the scholarship or bursary has been granted gains or enhances his knowledge, intellect or expertise. It is not a requirement that a degree, diploma or certificate be awarded on completion of the course of study.

2.3.1 Where research is undertaken by a person for the benefit of another person, for example, an employer, a business or sponsor, the relevant expenditure incurred by the employer, business or sponsor for the purposes of such research will not constitute a bona fide scholarship or bursary granted to enable or assist the researcher to study. See paragraph 4.2.3 for the tax implications.

2. VERTOLKING VAN WOORDE EN UITDRUKKINGS

2.1 "Bona fide-studiebeurs" verwys na die finanziële of ander bystand wat verleen word aan 'n persoon om hom in staat te stel om by 'n erkende opvoedkundige of navorsingsinrigting te studeer. Dit sal 'n toekenning insluit wat ingevolge 'n skriftelike ooreenkoms voorwaardelik toegeken is op die voorwaarde dat bepaalde vereistes nagekom word, byvoorbeeld, van die bevoordeelde word verwag om 'n kwalifisatie te verwerv of om 'n betrekking te aanvaar by die toekener na voltooiing van die studie kursus.

2.1.1 Die toekenning moet gemaak word ten einde die bevoordeelde in staat te stel om 'n studie kursus te volg met die doel om sy kennis, intellekt of vaardigheid te verbeter of uit te brei.

2.1.2 'n Beloning of terugbetaling van studie-uitgawes (wat deur 'n persoon aangegaan is) na voltooiing van sy studies maak nie 'n studiebeurs uit nie aangesien die toekenning gemaak moes gewees het ten einde die ontvanger in staat te stel om te studeer of om hom behulp saam te wees met sy studies.

2.1.3 Die belastingposisie met betrekking tot studiebeurse en studielening word in paragraaf 4 van hierdie Praktyknota aangespreek.

2.1.4 'n Direkte betaling van geldte, byvoorbeeld aan 'n universiteit, word vir die doeleindes van 'n werknemer se studies beskou as binne die omvang van 'n studiebeurs of toekenning te val.

2.2 "n Erkende opvoedkundige of navorsingsinrigting" omvat 'n "kollege" of 'n "universiteit" soos omskryf in artikel 18A van die Wet, of 'n skool of enige ander opvoedkundige of navorsingsinrigting van 'n permanente aard waar ookal geleë, wat oop is vir die algemene publiek en 'n reeks praktiese en akademiese kursusse aanbied.

2.3 "Te studeer" het betrekking op die formele proses waardeur die persoon aan wie die studiebeurs toegeken is sy kennis, intellekt of vaardigheid verbeter of uitbrei. Dit is nie 'n vereiste dat 'n graad, diploma of sertifikat by voltooiing van die studiekursus toegeken moet word nie.

2.3.1 Waar 'n persoon navorsing onderneem tot voordeel van 'n ander persoon, byvoorbeeld 'n werkgewer, 'n besigheid of 'n borg, sal die betrokke uitgawes aangegaan deur die werkgewer, besigheid of borg vir doeleindes van sodanige navorsing, nie 'n bona fide-studiebeurs wat toegeken is ten einde die navorser in staat te stel of hulp te verleen met sy studies, uitmaak nie. Kyk paragraaf 4.2.3 vir die belastingimplikasies.
2.3.2 A scholarship or bursary granted to a visiting academic for the purpose of lecturing students does not satisfy the study requirement as the object of the grant will be to impart and not to gain knowledge.

2.4 "Remuneration" means remuneration as defined in the Fourth Schedule to the Act. This also applies to any amounts paid to directors of private companies for the purposes of this exemption.

3. CLOSED AND OPEN SCHOLARSHIPS OR BURSARIES

For the purpose of the exemption scholarships and bursaries may be categorised as open or closed.

3.1 Open scholarships or bursaries

These are scholarships or bursaries which are competed for by, or are awarded on merit (academic or otherwise) to, anyone applying therefor and are not, to any extent, confined to the employees or relatives of employees of a particular employer, organisation or other institution.

3.2 Closed scholarships or bursaries

These are scholarships or bursaries which are confined to employees, or relatives of employees, of an employer or an associated institution.

Both scholarships or bursaries under 3.1 and 3.2 may be subject to a condition that, upon completion of his studies, the scholar/holder or bursar take up employment with the grantor or repay the scholarship or bursary if he abandons his studies or fails to complete them with a specified period.

4. TAX IMPLICATIONS

4.1 Open scholarships or bursaries are fully exempt from tax if they are bona fide awarded to enable the scholarship-holders or bursar to study at a recognised educational or research institution. However, where an employee or relative of an employee is awarded a scholarship or bursary under an open scheme and such award is, for example, subject to a salary sacrifice, the exemption under section 10 (1) (q) will not apply as the scholarship or bursary will not have been bona fide granted. The exemption will also not apply as there is an express proviso to preclude an exemption when there is a salary sacrifice.

4.2 Closed scholarships or bursaries granted to an employee or relative of an employee that are subject to a present or future salary sacrifice by the employee [see paragraph 1.1 (i)] are not exempt from tax. Moreover, in terms of section 23 (j) of the Act the employer is not entitled to a deduction in respect of the cost of such scholarship or bursary. If there is no salary sacrifice the scholarship or bursary awarded to an employee will be exempt from tax and the provisions of section 23 (j) will not apply.

2.3.2 'n Studiebeurs wat toegeken is aan 'n besoekende akademies om lesings vir studente aan te bied, voldoen nie aan die studievereiste nie omrede die oogmerk van die toekenning die meedeling van kennis is en nie die verkryking daarvan nie.

2.4 "Besoldiging" beteken besoldiging soos omskryf in die Vierde Bylae by die Wet. Dit is ook van toepassing op enige bedrag betaal of betaalbaar aan 'n direkteur van private maatskappye vir die doeleindes van hierdie vrystelling.

3. OOP EN GELOSETE STUDIEBEURSE

Vir die doeleindes van die vrystelling word studiebeurse as oop of gesloete geklassifiseer.

3.1 Oop studiebeurse

Hierdie is studiebeurse waarvoor meegeding word deur, of wat toegeken word op grond van merite (akademies of andersins) aan enige persoon wat daarvoor aansoek doen en wat nie, in enige mate, beperk is tot werknemers van familielde van die werknemers van 'n bepaalde werkgever, organisasie of 'n ander instelling nie.

3.2 Gesloete studiebeurse

Hierdie is studiebeurse wat beperk word tot werknemers of familielde van die werknemers van 'n bepaalde werkgever of 'n verwante inrigting.

Beide studiebeurse onder 3.1 en 3.2 kan onderhewig wees aan 'n voorwaarde dat die beurshouer by voltooiing van sy studies 'n betrekking moet aannemen waarby die werkgever of om die studiebeurs terug te betaal indien hy sy studies staak of waar hy in gebreke bly om dit binne 'n bepaalde tydperk te voltooi.

4. BELASTINGSIMPLIKASIES

4.1 Oop studiebeurse is ten volle van belasting vrygestel indien dit bona fide toegeken is ten einde die beurshouer in staat te stel om by 'n erkende opvoedkundige of navorsingsinrigting te studeer. Daar dompel aan 'n werknemer of 'n familielid van 'n werknemer 'n studiebeurs onder 'n oop skema toegeken word en sodanige toekenning is, byvoorbeeld, onderhewig aan 'n salarispófësiering, sal die vrystelling ingevolge artikel 10 (1) (q) nie van toepassing wees nie aangeneem nie die vrystelling nie is nie. Die vrystelling sal ook nie van toepassing wees nie aangeneem waar 'n studiebeurs nie bona fide toegeken is nie.

4.2 Gesloete studiebeurse wat toegeken is aan 'n werknemer of 'n familielid van 'n werknemer en wat onderhewig is aan 'n huidige of toekomstige salarispófësiering deur die werknemer [kyk para- graaf 1.1 (i)], is nie van belasting vrygestel nie. Daarbenewens is die werkgever ingevoelde artikel 23 (j) van die Wet nie geregte op 'n aftrekking ten opsigte van die daartoe van sodanige studiebeurses nie. Indien daar geen salarispófësiering nie, sal die studiebeurs aan 'n werknemer toegeken, vrygestel wees van belasting en artikel 23 (j) sal nie van toepassing wees nie.
4.2.1 Where a scholarship or bursary is awarded to a relative of an employee and there is no present or future salary sacrifice by the employee and the remuneration derived by the employee during the year of assessment does not exceed R36 000, an amount of so much of the scholarship or bursary as does not exceed R1 200 is exempt from tax. The R1 200 exemption limit applies to each relative of the employee who is granted a scholarship or bursary.

4.2.2 Scholarships or bursaries granted under a closed scheme to a relative of a retired or deceased employee will be subject to the limitations referred to in paragraph 4.2.1 if they were granted prior to the employee’s retirement or demise. Where they are granted or paid after one of those events has occurred they will be treated as if they had been granted under an open scheme (see paragraph 4.1) unless an agreement was entered into prior to an employee’s retirement between the employee and the employer in terms of which the employer will provide a scholarship or bursary for a relative of the employee subsequent to the employee’s retirement.

4.2.3 Where a person undertakes research for the benefit of another person (see paragraph 2.3.1) the payment received in this regard by the first-mentioned person will be taxed as income in his hands and he will not qualify for the exemption under section 10 (1) (q). The person paying the amount will qualify for a deduction subject to the provisions of sections 11 (a) and 23 of the Act.

4.3 Any recoupment which arises in respect of a scholarship or bursary granted by a taxpayer, where the amount of the scholarship or bursary has been allowed as a deduction against the income of such taxpayer will, in terms of section 8 (4) (a) of the Act, be included in the taxpayer’s income in the year of assessment when recouped.

4.4 Study loans

4.4.1 A loan does not constitute income for tax purposes and is, therefore, not taxable. Personal study loans obtained from a financial institution or from any other source unrelated to employment are not taken into consideration for purposes of section 10 (1) (q) of the Act, nor are study expenses incurred by the holder of the loan, including the interest payable thereon, deductible from the income of the borrower. Such privately-funded loans are, therefore, neither taxable nor tax deductible.

4.2.1 Waar 'n studiebeurs aan 'n familielid van 'n werknemer toegeken word en daar geen huidige of toekomstige salarispof- ferin deur die werknemer is nie en die vergoeding van die werknemer vir die jaar van aanslag gaan nie R36 000 te bowe nie, sal soveel van die studiebeurs as wat R1 200 nie te bowe gaan nie, van belasting vrygestel wees. Die R1 200- vrystellingsperk sal van toepassing wees op elke familielid van die werknemer aan wie 'n studiebeurs toegeken is.

4.2.2 Studiebeurse wat onder 'n gestote skema aan 'n familielid van 'n afgetrede of gestorve werknemer toegeken is, sal onderhewig wees aan die beperking waarne vervyrs word in paragraaf 4.2.1 indien dit toegeken is voor die werknemer se afrede of afsterwe. Waar dit toegeken of betaal is nadat 'n van bo- genoemde gebeurtenisse plaasgevind het, sal dit behandel word asof dit onder 'n oop skema (kyk paragraaf 4.1) toege- ken is tensy 'n ooreenkoms voor die werknemer se afrede tussen die werknemer en werkgewer aangegaan is waar- volgens die werkgewer 'n studiebeurs aan 'n familielid van 'n werknemer na die werknemer se afrede sal voorsien.

4.2.3 Waar 'n persoon navorsing doen tot voordeel van 'n ander persoon (kyk paragraaf 2.3.1), sal die belasting wat deur eersgenoemde persoon ontvang word, belas word as inkomste in sy hande en sal hy nie vir die vrystelling ingevolge die bepaling van artikel 10 (1) (q) kwalifi- seer nie. Die persoon wat die bedrag betaal, sal kwalifiseer vir 'n aftrekking on- derworpe aan die bepaling van artikels 11 (a) en 23 van die Wet.

4.3 Enige herwinning wat ontstaan as gevolg van 'n studiebeurs deur 'n belastingplichtige toegeken en waar die bedrag van die studiebeurs as 'n aftrekking teen die belastingplichtige se inkomste toegelaat is, sal ingevolge die bepaling van artikel 8 (4) (a) van die Wet ingesluit word in die belastingplichtige se inkomste in die jaar van aanslag waarin die herwinning ontstaan.

4.4 Studieleningen

4.4.1 'n Lening maak nie inkomste vir belas- tingdoeleindes uit nie en is derhalwe nie belasbaar nie. Persoonlike studieleningen verkry vanaf 'n finansiële instelling of vanaf enige ander bron wat nie aan indiensneming gekoppel is nie, word nie in aanmerking geneem vir die doeleindes van artikel 10 (1) (q) van die Wet nie. So ook kwalifiseer studie-uitgawes aange- gaan deur die houer van die lening, asook die rente daarop betaalbaar, nie as 'n aftrekking van die lener se inkomste nie. Sodanige privaatgefun- deerde lenings is dus nie belasbaar of aftrekbaar vir belastingdoeleindes nie.
4.4.2 In terms of paragraph 11 (4) (b) of the Seventh Schedule to the Act no value is placed on a taxable benefit derived by an employee in consequence of the grant by any employer of a loan for the purpose of enabling that employee to further his own studies.

4.4.3 Any scholarship or bursary which is granted subject to repayment due to non-fulfillment of conditions stipulated in a written agreement will be treated as a bona fide scholarship or bursary as indicated in paragraphs 4.1 to 4.2.2 until such time as the non-compliance provisions of the agreement are invoked. In the year of assessment in which such provisions are invoked the amount or amounts of the scholarship or bursary will be regarded as a loan and, if relevant, any benefit which an employee may have received by way of an interest-free or low-interest loan will constitute a taxable benefit in terms of paragraph 2 (f) of the Seventh Schedule to the Act and not qualify for the exemption contained in paragraph 11 (4) (b) of the Seventh Schedule to the Act as such loan was not granted to enable the employee to study.

4.4.4 Where an employee who had obtained a loan from his employer to enable him to study is absolved from repaying the loan, he will have received a taxable benefit in terms of paragraph 2 (h) of the Seventh Schedule to the Act.

4.5 Reimbursement of study expenses

Where, as mentioned in paragraph 2.1.2, an employer rewards an employee for a qualification or for having successfully completed a course of studies, or reimbursos him for study expenses borne by him, such reward or reimbursement of study expenses will represent, in the case of the reward, taxable remuneration, and in the case of the reimbursement of expenses, a taxable benefit in terms of paragraph 2 (h) of the Seventh Schedule to the Act.

4.6 Taxable scholarships or bursaries granted to employees and relatives of employees

These arise under the following circumstances:

(i) The employee sacrifices a part of his present or future remuneration in order to obtain a scholarship or bursary for himself or for a relative.

(ii) Where, under a closed scheme, an award is made to a relative of an employee and the employee's remuneration exceeds R36 000 per annum.

4.4.2 Ingevolge die bepaling van paragraaf 11 (4) (b) van die Sewende Byleae by die Wet, word geen waarde geplaas nie op die belasbare voordeel verkry deur 'n werknemer as gevolg van 'n toekenning van 'n lening deur 'n werkgever aan sy werknemer ten einde daardie werknemer in staat te stel om sy eie studies te bevorder.

4.4.3 Enige studiebeurs wat toegekom word onderhewig aan die voorwaarde dat dit terugbetaal word indien die voorwaardes soos uiteengestel in 'n skriftelike ooreenkomst nie nagekomen word nie, sal as 'n bona fide-studiesbeurs beskou word soos aangedui in paragraaf 4.1 tot 4.2.2 tot op sodanige tydstip as wat die nie-nakomingsbepalings van die ooreenkomst in werkende teen. In die jaar van aanslag waarin hierdie bepaling van krag word, sal die bedrag of bedrae van die studiesbeurs as 'n lening beskou word en, indien van toepassing, sal enige voordeel wat 'n werknemer moontlik mag ontvang het by wyse van 'n rente of lae rente lening 'n belasbare voordeel ingevolge paragraaf 2 (f) van die Sewende Byleae by die Wet uitmaak en nie vir die vrystelling ingevolge paragraaf 11 (4) (b) van die Sewende Byleae by die Wet kwalifiseer nie aangesien sodanige lening nie toegestaan was om die werknemer in staat te stel om te studeer nie.

4.4.4 Waar 'n werknemer wat 'n lening van sy werkgever ontvang het ten einde hom in staat te stel om te studeer, van die terugbetaling daarvan kwytskiesde word, sal hy ingevolge paragraaf 2 (h) van die Sewende Byleae by die Wet 'n belasbare voordeel ontvang het.

4.5 Terugbetaling van studie-uitgawes

Waar, soos reeds genoem in paragraaf 2.1.2, 'n werkgever die werknemer beloorn vir die verwerving van 'n kwalifikasie of vir die suksesvolle voltooiing van 'n studiekursus, of studie-uitgawes wat deur hom gedra is, terugbetaal, sal sodanige beloning of terugbetaling van studie-uitgawes, in die geval van 'n beloning, belasbare vergoeding verteenwoordig en in die geval van die terugbetaling van studie-uitgawes, 'n belasbare voordeel ingevolge paragraaf 2 (h) van die Sewende Byleae by die Wet.

4.6 Belasbare studiebeurser toegewe aan werknemers en familieledes van werknemers

Hierdie geskied onder die volgende omstandighede:

(i) Die werknemer staan 'n gedeelte van sy huur of toekomstige salaris af ten einde 'n studiebeurs vir homself of 'n familie lid te verkry.

(ii) Waar, ingevolge 'n geslote skema, 'n toekenning aan 'n familie lid van 'n werknemer gemaak word en die werknemer se jaarlikse besoldiging R36 000 te bowe gaan.
(iii) Where, under a close scheme, an award is made to a relative of an employee whose remuneration is less than R36 000 per annum but the award exceeds R1 200 per annum in the case of any relative (i.e. the amount exceeding R1 200 per relative per annum will be taxable).

To the extent that the scholarships or bursaries referred to above are not exempt from tax under section 10 (1) (q) of the Act they will be taxable in the hands of the employee.

5. Study loans etc. taken over by new employer

5.1 Where—

(i) in consideration for the grant by any employer (referred to as the former employer) to an employee of any bursary, study loan or similar assistance, the employee assumed an obligation to render services to the former employer for an agreed period;

(ii) in consequence of the employee having terminated his services with the former employer before the expiry of the said period and having taken up employment with another employer (referred to as the present employer), the employee thereupon became liable to pay an amount to the former employer;

(iii) such amount was paid to the former employer on the employee’s behalf by the present employer; and

(iv) the employee has in consideration for such payment by the present employer assumed an obligation to render services to the present employer for a period which is not shorter than the unexpired portion of the period during which he had been obliged to render services to the former employer,

no value will be placed on the value of any taxable benefit to the employee derived by reason of the payment referred to in item (iii) and consequently the payment by the present employer to the former employer will not be a taxable benefit under the Seventh Schedule to the Act.

5.2 These provisions operate with effect from the 1991 year of assessment. The amount so refunded, if allowed as a deduction to the former employer, will be taxable as a recoupment in the hands of such former employer.

(iii) Waar, ingevolge 'n gesote skema, 'n toe-
kenning gemaak word aan 'n familielid van die werknemer wie se jaarlikse salaris minder as R36 000 beloop maar die toeken-
ning in die geval van enige familielid R1 200 per jaar te bowe gaan (dit wil sê, die bedrag wat R1 200 per familielid oorsky, sal belasbaar wees).

In die mate wat die studiebeurse hierbo na ver-
wys, nie ingevolge artikel 10 (1) (q) van die Wet van belasting vrygestel is nie, sal dit in die werk-
nemer se hande belasbaar wees.

5. Studieelening ensovoort deur nuwe werkgever oorgeeneem

5.1 Waar—

(i) as teenprestatie vir die toekenning van enige beurs, studielening of soortgelike bystand deur enige werkgever (hierna verwys as die voormalige werkgever) aan 'n werknemer, die werknemer 'n verplig-
ting aanvaar om vir 'n ooreengekome tyd-
perk diens aan die voormalige werkgever te lever;

(ii) as gevolg van die beëindiging van die dienste van die werknemer deur die voor-
malige werkgever voordat die genoemde tydperk verstryk het en hy by 'n ander werkgever (hierna verwys as die huidige werkgever) diens aanvaar het, die werk-
nemer daarna aanspreeklik is om 'n bedrag aan die voormalige werkgever te betaal;

(iii) sodanige bedrag deur die huidige werk-
gever, namens die werknemer, aan die voormalige werkgever betaal is; en

(iv) die werknemer as vergoeding vir sodanige betaling deur die huidige werkgever, 'n verplichting aanvaar om diens te lever aan die huidige werkgever vir 'n tydperk wat nie korter is nie as die onverstrekte gedeelte van die tydperk waaronder hy verplig was om diens aan die voormalige werkgever te lever,

sal daar geen waarde geplaas word op die waarde van enige belasbare voordeel wat ontstaan het as gevolg van die betaling waarna in item (iii) verwys word, en gevolglik sal die betaling deur die huidige werkgever aan die voormalige werkgever nie 'n belasbare voor-
deel kragtens die Sewende Bylae by die Wet uitmaak nie.

5.2 Hierdie bepaling het in werking getree vanaf die 1991 jaar van aanslag. Die bedrag wat so terugbetaal word, indien dit aan die voormalige werkgever as 'n aftrekking toegelaat, sal as 'n herwinning in die hande van so 'n voormalige werkgever belasbaar wees.
6. OTHER FORMS OF STUDY ASSISTANCE

6.1 Specialised training courses

6.1.1 Expenditure in connection with in-house or on-the-job training or courses presented by other undertakings for or on behalf of employers does not represent a taxable benefit in the hands of the employees of the employer if the training is job-related and ultimately for the employer’s benefit. The tape of training envisaged under this heading could include the following:

(i) Computer and word processing courses.
(ii) Management and administration courses.
(iii) Bookkeeping courses.
(iv) Sales courses.
(v) Courses in operating office and technical equipment.
(vi) Language courses for employees whose home language is not one of the official languages.
(vii) Public relations courses.
(viii) In-house courses presented by banks, building societies and insurance companies for their employees.

This list is not exhaustive and in cases of doubt the local Receiver of Revenue should be consulted in the first instance.

6.1.2 Training, research and education of the nature described above must be distinguished from professional and formal education resulting in qualifications attaching to the person of an employee. Where admission to a particular profession or the ability to perform certain specialised duties is dependent on an employee obtaining an appropriate qualification and the employer meets the employee’s costs of obtaining the required qualification, which costs would normally be borne by the employee himself, the employee will, subject to the provisions of section 10 (1) (q) and the relevant paragraphs of this Practice Note, be regarded as having received a taxable benefit.

6.1.3 If in terms of a law such as the Manpower Training Act, No 56 of 1981, an employer is required to pay the fees payable in respect of prescribed classes or course attended by his employees or to refund such fees paid by them, the fees will not constitute a taxable benefit in the employees’ hands. The employer will qualify for a deduction in respect of these payments in terms of section 11 (a) of the Act.

6. ANDER VORME VAN STUDIEBYSSTAND

6.1 Gespesialiseerde opleidingskursusse

6.1.1 Uitgawes in verband met interne of indiensopleiding of kursusse wat aangebied word deur ander instansies namens die werkgever verleenwordig nie ‘n belasbare voordeel in die hande van die werkners van die werkgever nie, mits die opleiding beroepsgerigte is en uiteindelik die werkgever bevoordeel. Die tipe opleiding wat hier beoog word, kan die volgende insluit:

(i) Rekenaar- en woordverwerkingskursusse.
(ii) Bestuurs- en administratiewe kursusse.
(iii) Boekhoudingkursusse.
(iv) Verkoopskursusse.
(v) Kursusse om kantoort- en tegniese toerusting te bedryf.
(vi) Taalkundige kursusse vir werknemers wie se huistaal nie een van die twee amptelike tale is nie.
(vii) Kursusse in verband met openbare betrekkinge.
(viii) Internse kursusse wat deur banke, bouverenings en versekeringsmaatskappye aan hulle werk- nemers aangebied word.

Hierdie lys is nie omvattend nie en in geval van twyfel moet die plaaslike Ontvanger van Inkomste in die eerste plaas geraadpleeg word.

6.1.2 Opleiding, navorsing en opvoeding van die aard soos hierbo beskryf, moet onderskeidelik word van professionele en formele opleiding wat lei tot ‘n kwalifisering wat eie aan die werknemer is. Waar die verwverwing van ‘n gepaste kwalifisering deur die werknemer as ‘n voorwaarde gestel word vir die toelating tot ‘n spesifieke beroep of die vermoe om bepaalde gespecialiseerde plichte te verrig en die werkgever dra die koste om die vereiste kwalifisering te bekom, welke koste ge- wonlik deur die werknemer self ge- dra moet word, sal die werknemer, onderhewig aan die bepalings van artikel 10 (1) (q) en die toepaslike paragrafe van hierdie Praktyknota, geag word ‘n belasbare voordeel te ontvang het.

6.1.3 Indien daar ingevolge ‘n wat soos die Wet op Mannekrakopleiding, No 56 van 1981, van ‘n werkgever vereis word om die voorgeskreve gelede vir klasse of kursusse wat deur sy werknemers byge- woon word te betaal, of hulle te vergoei vir sodanige uitgawes, sal die gelede nie ‘n belasbare voordeel in die hande van die werknemers uitmaak nie. Die werk- gewer sal kragtens artikel 11 (a) van die Inkomsbelastingwet vir ‘n aftrekking kwalifiseer.
6.2 Remission of study fees by virtue of employment (teachers, lecturers and their relatives)

It is common practice for certain educational institutions, notably universities, to allow their employees and such employees’ close relatives to study free of charge or at greatly reduced fees at these institutions. While the marginal cost of the education of such employees and their relatives represents a taxable benefit under the Seventh Schedule to the Act, the exemption under section 10 (1) (q) will apply subject to the limitations provided for. See paragraphs 4.2 to 4.2.2 of this Practice Note.

7. Where the circumstances of a particular case are not covered by this Practice Note or there is uncertainty, the matter should be taken up with the local Receiver of Revenue citing full details.

8. PAYE

Book 1 (INSTRUCTIONS AND GUIDELINES ON PAYE AND SITE) of the IRP 10 Tax Deduction Tables contains instructions relating to the employees tax position of taxable scholarships, bursaries, study loans and fring benefits relative thereto and the duties of employers in this regard.

DEPARTMENT OF HOME AFFAIRS

No. 358 12 March 1993

ASSUMPTION OF ANOTHER SURNAM IN TERMS OF SECTION 26 OF THE BIRTHS AND DEATHS REGISTRATION ACT, 1992 (ACT No. 51 OF 1992)

The Director-General has authorised the following persons to assume the surname printed in italics:

1. Emrus Samuel van der Heever—600929 5059 08 8—57 Longtom Road, Ladysmith—De Wet.
2. Vinod Kantilal—660327 5217 08 6—348 Pine Street, Durban—Govan.
7. Boginkosi Praisegod Jiyane—640927 5288 08 9—Posina Court, 8 Regent Street, Yeoville—Dubazana.

6.2 Kwetskelding of vermindering van studie-geldel uit hoofde van werkverskaffing (onderwysers, donste en hulle familieledede)

Dit is algemene gebruik by sekere opvoedkundige inrigtings, veral universteite, om hulle werknemers en hulle naasbestandes toe te laat om gratis of teen 'n grootskils verlaagde koste by die inrigting te studeer. Terwyl die grenskoste van die opvoeding van sodanige werknemers en hulle naasbestandes 'n belasbare voordeel kragtens die Sewende Blye by die Wet verteenvoordig, sal die vrystelling kragtens artikel 10 (1) (q), onderhewig aan die beperking neergelê, van toepassing wees. Kyk paragrawe 4.2 tot 4.2.2 van hierdie Praktynota.

7. Waar die omstandighede van 'n besondere aange- leenthed nie deur die Praktynota gedek word nie of daar bestaan onsekerheid, moet die aange- leenthed met die plaaslike Ontvanger van Inkomste opgeneem word. Volledige besonderhede moet verskaf word.

8. LBS

Boek 1 (INSTRUUKSIES EN RIGLYNE OOR LBS EN SIBW) van die IRP 10-belastingafrekeningstabelle bevat instruksies met betrekking tot werknemers se belastingposisie ten opsigte van belasbare studie-burse, studielening en byvoordele wat daarmee verband hou asook die verpligtinge van werkgewers in hierdie verband.

UITGEREIK DEUR Die Kommissaris Van Binne- Landse Inkomste, Pretoria.

DEPARTEMENT VAN BINNELANDSE SAKE

No. 358 12 Maart 1993

AANNAME VAN ANDER VAN INGEVOLGE ARTIKEL 26 VAN DIE WET OP REGISTRASIE VAN GEBORTE EN STERFTES, 1992 (WET NO. 51 VAN 1992)

Die Direkteur-generaal het goedgekeur dat die volgende persone die van in kursief gedruk aaneen:

1. Emrus Samuel van der Heever—600929 5059 08 8—Longtomweg 57, Ladysmith—De Wet.
2. Vinod Kantilal—660327 5217 08 6—Pinestraat 348, Durban—Govan.
7. Boginkosi Praisegod Jiyane—640927 5288 08 9—Posina Court, 8 Regent Street, Yeoville—Dubazana.
Acquisition of land

137. Mr. P. G. SOAL asked the Minister of Regional and Land Affairs:

Whether the State has acquired any land that was advertised in a General Notice of January 1993 of the Advisory Commission on Land Allocation and was not included in Schedule 3 to Proclamation No R28 of 30 March 1992?

The MINISTER OF REGIONAL AND LAND AFFAIRS:

No. All the land referred to was already in possession of the state on 1 April 1992. Schedule 3 of Proclamation R28/92 includes properties of the former SA Development Trust, which properties were transferred on 1 April 1992 to the Department of Public Works. The General Notice of the Advisory Committee on Land Allocation of January 1993, inter alia, includes state land transferred by Proclamation R28/92 as well as other land which was already state owned land on 1 April 1992 but which properties have also been identified in terms of section 91(a) of the Abolition of Racially Based Land Measures Act, 1991 (Act 108/1991), being state owned land which has not yet been developed or allocated for a specific purpose.

Own Affairs:

Hillbrow constituency: rent-controlled premises

25. Mr. L. FUCHS asked the Minister of Housing and Works:

The MINISTER OF HOUSING AND WORKS:

(1) How many rent-controlled premises were there in the Hillbrow constituency as at 31 December 1992?
(2) How many such premises were decontrolled in that year?
(3) Whether he will furnish the (a) address and (b) description of each of the premises so decontrolled; if not, why not; if so, what are the relevant details?

The MINISTER OF EDUCATION AND CULTURE:

HOUSE OF DELEGATES

QUESTIONS

Indicates translated version.

For written reply:

Own Affairs:

Standard 10 examinations

7. Mr. M. RAJAB asked the Minister of Education and Culture:

The MINISTER OF EDUCATION AND CULTURE:

Pupils enrolled for/completed school year

8. Mr. M. RAJAB asked the Minister of Education and Culture:

The MINISTER OF EDUCATION AND CULTURE:

Examination Statistics r.o. 1992 Academy Year

Education department: expenditure

9. Mr. M. RAJAB asked the Minister of Education and Culture:

The MINISTER OF EDUCATION AND CULTURE:

Education department: expenditure

What (a) amount and (b) percentage of the education budget of her Department was spent on (i) pre-primary, (ii) primary, (iii) secondary, (iv) technical college, (v) teacher-training, (vi) technikon and (vii) university education during the 1992-93 financial year or the latest specified 12-month period for which information is available?

The MINISTER OF EDUCATION AND CULTURE:

Education department: expenditure
The following expenditure is for the 1991/92 financial year. It is not possible at this stage to obtain figures for the 1992/93 financial year as the financial year ends on 31/3/1993.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Pre-primary</td>
<td>R 859,278</td>
<td>0,0859</td>
</tr>
<tr>
<td>(ii) Primary</td>
<td>R373,888,758</td>
<td>37,19%</td>
</tr>
<tr>
<td>(iii) Secondary</td>
<td>R396,341,480</td>
<td>39,42%</td>
</tr>
<tr>
<td>(iv) Technical College</td>
<td>R 9,605,691</td>
<td>0,95%</td>
</tr>
<tr>
<td>(v) Teacher-Training</td>
<td>R 16,157,486</td>
<td>1,60%</td>
</tr>
<tr>
<td>(vi) Technician</td>
<td>R 42,694,589</td>
<td>4,18%</td>
</tr>
<tr>
<td>(vii) University education</td>
<td>R 60,386,724</td>
<td>6,00%</td>
</tr>
</tbody>
</table>

The above percentages have been calculated on the education budget of R1 005,261,000 for the financial year 1991/92.

Voted 1991/92: R 893,799,000
Additional Appropriation: R 20,929,000
Salary Improvements: R 50,533,000

Total: R1 005,261,000

INTERPELLATIONS UNDER NAME OF MEMBER

Burrows, Mr R M—
- Own Affairs:
  - Education and Culture, 99
Chiolé, Mr J—
- General Affairs:
  - Transport, 49
Gerber, Mr A—
  - Own Affairs:
    - Education and Culture, 19
Gibson, Mr D H M—
- General Affairs:
  - Trade and Industry, 309
Haswell, Mr R F—
- General Affairs:
  - Law and Order, 420
Issacs, Mr N M—
- Own Affairs:
  - Local Government, Housing and Agriculture, 125
Langley, Adv T—
- General Affairs:
  - Justice, 413
Lean, Mr A J—
- General Affairs:
  - Justice, 56
Nasson, Mr C—
- General Affairs:
  - National Health, 351
  - Own Affairs:
    - Education and Culture, 359
Nel, Mr W U—
- General Affairs:
  - Justice, 7

Pauw, Dr F H—
- Own Affairs:
  - Education and Culture, 459
Pienaar, Mr D S—
- General Affairs:
  - Law and Order, 1
  - Own Affairs:
    - Agricultural Development, 222
Rajab, Mr M—
- General Affairs:
  - National Health, 491
  - Own Affairs:
    - Education and Culture, 138, 266
Rajbanshi, Mr A—
- Own Affairs:
  - Budget and Auxiliary Services, 271
  - Education and Culture, 375
  - Local Government, Housing and Agriculture, 142, 499
Sool, Mr P G—
- General Affairs:
  - Home Affairs, 189
Stofberg, Mr L F—
- General Affairs:
  - Home Affairs, 303
Van der Merwe, Mr H D K—
- General Affairs:
  - Home Affairs, 183
Walsh, Mr J J—
- Own Affairs:
  - Local Government, 336
QUESTIONS

(Indicates translated version.

For written reply:

General Affairs:

Education departments: subsidy formula

112. Mr R M BURROWS asked the Minister of National Education:

(1) Whether, with reference to the reply to Question No 29 on 19 February 1993, he has as yet determined a subsidy formula for the financing of South African executive education departments; if not, why not; if so, (a) what is this formula and (b) when was it determined?

(2) whether provision has been made for the A factor to be greater or less than one in the case of any education department; if so, (a) what provision, and (b) why, in each case;

(3) whether he has determined a timetable for the progress of the A factor for all education departments ultimately to reach one; if not, why not; if so, what is this timetable?

The MINISTER OF NATIONAL EDUCATION:

(1) No. Although the subsidy formula has already been drafted, no general policy has yet been tabled under section 2 (1) (a) of the National Policy for Education Affairs Act, 1984 (Act No 76 of 1984).

(a) Lapses.

(b) Lapses.

(2) The subsidy formula is scientifically based and makes provision for current expenditure and the maintenance of the quality of facilities for a given number of pupils. If there is an increase in the number of pupils it also provides for new facilities.

With the formulation of the subsidy formula it became obvious in 1985/86 that the subsidization of education departments differed significantly from that which the subsidy formula provided for. In order to ensure a smooth link between the budget for 1985/86 and the subsidy formula provision to an education department, the A factor was introduced and defined as follows:

\[ A = \frac{\text{Budget for 1985/86}}{\text{Subsidy formula provision for 1985/86}} \]

Over the past few years there was an endeavour to bring the A factors closer to A = 1. This could not be done overnight because of the enormous growth in the number of pupils, especially in Black education. Although this enormous growth has led to a significant increase in the flow of funds to Black education, the A factor for Black education, however, has not improved. On the other hand, the A factor for the other education departments which have higher A factors could not be scaled down too drastically, as this would result in the destabilization of these departments.

(3) Although it is the ideal and intention to equalize the A factors it is not possible to achieve this ideal in the near future. The ideal to achieve equal funding is dependent upon a number of factors. This can only be achieved by the restructuring of education. It is for this reason that so much attention was given to this aspect in the Education Renewal Strategy.

In terms of the announcement by the State President on 29 January 1993, a process of re-arranging education is to be initiated on 1 April 1993. With the phasing out of the own affairs departments, this will probably result in education being financed on a regional basis. It will still be possible to use the formula because the aim and corresponding planning will be to keep the funding levels the same in the regions.

Application of funding formula

113. Mr R M BURROWS asked the Minister of National Education:

(1) Whether, with reference to the reply to Question No 24 on 19 March 1991, the funding formula for ordinary State schools is now applied in an equal manner to all executive education departments; if not, why not; if so,

(2) whether the A factor is equal in all cases; if not,

(3) whether it is intended to equalize the A factor in the near future;

(4) whether, in the past five years, there were any changes in the formula as applied to ordinary State schools; if so, what changes;

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

The MINISTER OF NATIONAL EDUCATION:

(1) Yes, it is applied in an equal manner but the result is not equal funding, as with the formulation of the subsidy formula it became obvious in 1985/86 that the subsidization of education departments differed significantly from that which the subsidy formula provided for. In order to ensure a smooth link between the budget for 1985/86 and the subsidy formula provision to an education department, the A factor was introduced and was defined as follows:

\[ A = \frac{\text{Budget for 1985/86}}{\text{Subsidy formula provision for 1985/86}} \]

(2) Over the past few years there was an endeavour to bring the A factors closer to A = 1. This could not be done overnight because of the enormous growth in the number of pupils, especially in Black education. Although this enormous growth has led to a significant increase in the flow of funds to Black education, the A factor for Black education, however, has not improved. On the other hand, the A factor for the other education departments which have higher A factors could not be scaled down too drastically, as this would result in the destabilization of these departments.

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In terms of the announcement by the State President on 29 January 1993, a process of re-arranging education is to be initiated on 1 April 1993. With the phasing out of the own affairs departments, this will probably result in education being financed on a regional basis. It will still be possible to use the formula because the aim and corresponding planning will be to keep the funding levels the same in the regions.

Radiotherapists: emigration

126. Mr B B GOODALL asked the Minister of Home Affairs:

(a) How many radiotherapists emigrated from South Africa during the period 1 November 1991 to 31 December 1992 and to which countries did they emigrate?

The MINISTER OF HOME AFFAIRS:

(a) 7

(b) Not available.

Note: Information for the period 1 November 1991 to 30 November 1992 only, as the figures for December 1992 are not yet available.
Blackboard crisis, within

Many DET teachers send their own children to Model C schools where the discipline is better.
Parents warned of bogus private schools

KAREN MacGREGOR
Weekend Argus Reporter

BLACK schoolchildren desperate for education are flocking to a growing number of private schools and are forking out thousands of rands for what in some cases is very little education.

Concern is mounting over schools springing up in response to the inadequate black education system.

Some "fly-by-night" institutions charge high fees, but do not offer examinations, have no textbooks, have unqualified teachers, few desks and chairs and horribly cramped facilities.

If they register with the Department of Education and Training, but do not receive a State subsidy, they are totally out of the control of the authorities and if unregistered, illegal.

Education monitoring organisations have warned parents to check on any private school before enrolling their children.

A DET spokesman said this week that there was a "definite increase" in the number of private schools registering with the department.

"There are a jumble of schools. Some are excellent and give good results, but others are rubbish."

Many parents see private schools as a route into a good "white" state school. They are seen as being superior to, or safer than, township schools and as an option for a child who has failed matric and been denied re-entry into a school.

The DET believes communities should shoulder the responsibility of non-subsidised schools.
Sadtu slams advent of ‘dubious’ schools

Staff Reporter

The sudden increase in the appearance of private schools of "dubious standards" was a direct result of the government's bungling in education.

This was said yesterday by the regional chairwoman of the South African Democratic Teachers' Union (Sadtu), Ms Vivienne Carelse, following recent reports about mushrooming private schools that charge high fees, but do not offer examinations, have no textbooks, unqualified teachers, few desks, and cramped facilities.

Black pupils are reportedly flocking to the schools in the hope of a better education.

Sadtu slammed what they saw as: "Money making spin-offs from the crises in education."

Ms Carelse said the establishment of these private schools let the government off the hook in its responsibility to education.

These schools aimed to detach education from political and community issues and a false sense of normality was created, said Ms Carelse.

"There are no democratic control structures for parents, pupils, and teachers," she said.

Some of the schools were registered with the Department of Education and Training, but did not receive state subsidies. As a result authorities had no control over them. Some of them were not registered, making them illegal.
Most against classes' disruption

AN overwhelming majority of people in Soweto and other urban areas believe teaching should not be disrupted, according to the director-general of Education and Training (DET), Dr Bernhard Louw.

Dr Louw was quoting the findings of a series of opinion surveys conducted by the Human Sciences Research Council, commissioned by the DET, to establish whether teachers in black schools had any public support in the disruption of schooling.

The surveys were carried out in Soweto and other urban centres on March 3 and 4, 1993.

In Soweto, more than 96% of respondents agreed with the statement that pupils should attend school every day.

More than 97% agreed that teachers had an obligation to be in the classroom to teach pupils.

Over 78% disagreed with a statement that teachers had a right to disrupt teaching, and more than 78% of the respondents rejected the disruption of teaching for political purposes.

The results in opinion polls conducted in other areas around the country closely followed the findings in Soweto. — Sapa
Chaos as School Term Starts

BACKGROUND IS ANOTHER TEACHER, Mr N Wanga.

A teacher is another teacher, Mr N Wanga. The people are gathering to submit their work to a teacher. In the room at the roof, training centre in Crossroads, the stand-

AT IMBAZA: Subs watching on the roof in one of the compounds.

AT SIVAZAKHA: Teacher Mr. T. Owara in front of her pupils who are all on the

CITY
Committee tells of plan to put pressure on govt

A RANGE of political and educational organisations are to campaign to make government join a national forum in a bid to rescue the beleaguered education sector, National Education Coordinating Committee (NECC) chairman James Maseko said yesterday.

Maseko said much of the chaos in schooling was brought about by government's unilateral restructuring of education. Despite many appeals to the state for negotiations on education, there was still no clear vision of the way ahead.

And the Congress of South African Students' Organisation (Cosas), the Pan Africanist Students' Organisation (Passo) and the Azanian Students' Movement announced yesterday they would step up their opposition to paying the matric exam registration fees. The protests, planned for

changed its position — and the campaign could now begin.

In the meantime, the NECC has released reports on a two-year investigation of policy which will serve as the basis for its position when negotiations finally get off the ground.

Speaking at the launch of the NECC reports, Maseko said it was disappointing that while there were forums on so many issues — such as housing, electricity and local government — the sector which faced the greatest crisis and was most in need of negotiated solutions, had been disregarded.

He said that after the 13 reports had been debated widely over the next four months, a final policy document for rejuvenating the educational system would be adopted.
Warning of ‘action’ on education

JOHANNESBURG. The National Education Co-ordinating Committee (NECC) will push for intensified but unspecified action if the government continues “unilateral restructuring” of education, the NECC warned yesterday.

NECC general secretary Mr James Maseko said his committee also wanted to convene an education forum to discuss actions recommended by the NECC with all organisations opposed to government “restructuring”.

Mr Maseko would not reveal actions being considered.

He was speaking at the release of research reports on aspects of education compiled for the NECC by the National Education Policy Investigation group (Nepl).

He said the Nepl reports had empowered the NECC in education-policy debates and were already influencing other education agencies, including the government.

The reports cover adult education, curricula, early childhood education, education planning, systems, and structure, governance and administration.

Suburban whites will have to pay higher school fees to avoid a drop in the quality of education if any of the four options relating to equalisation in white and black education recommended by Nepl are adopted.

The Nepl options all involve greater support for rural schools at the direct or indirect expense of richer suburban schools.

One person died yesterday and four were seriously hurt when Bophuthatswana police allegedly fired on a crowd protesting against high school fees outside the Maboloka police station. — Sapa

Pupils to hold protest rallies

JOHANNESBURG. Protests will be held in Johannesburg and Cape Town next week in a bid to force the Department of Education and Training to scrap matriculation examination fees.

The Congress of South African Students, the Pan-Africanist Students’ Organisation and the Azanian Students’ Movement plan to target Parliament with marches and sleep-ins on March 24, and call on parents and students to stop paying school fees. — Sapa
Quality seen as basic to education

By Phil Molefe
Education Reporter

"Basic quality education" should be the root of a reconstructed education system, the National Education Co-ordinating Committee said this week.

The organisation's research arm, the National Education Policy Investigation (Neipi), released its report in Johannesburg.

Observers say the Neipi report, which is an alternative to the Government's Education Renewal Strategy (ERS), was released in time to thwart the State's attempts to restructure education "unilaterally".

The Government plans to introduce changes to the education system on April 1.

NECC general secretary James Maseko said no effort would be spared to stop the Government implementing changes unilaterally.

The Neipi proposals were contained in 12 books covering 12 principal sectors of the envisaged education system.

Governed by the five principles of non-sexism, non-racism, redressing past inequalities, democracy and a unitary system, Neipi proposed a democratic and egalitarian education system under one authority.

The 12 principal sectors of education covered in the report were adult basic education; adult education; curriculum; early childhood education; education planning, systems and structure; governance and administration; human resources; development; language; library and information; services; post-secondary education; support services; and teacher education.

The report placed strong emphasis on a high-skills development path which had to be backed by quality basic education. Basic education should include early learning, compulsory schooling and adult basic education.

To make education more accessible, the report proposed nine or 10 years of free and compulsory education.

Considering that more than a third of the population did not have effective reading and writing skills, Neipi proposed a vigorous and massive programme to eliminate illiteracy through strong State intervention.

While the Neipi report argued in favour of a national core curriculum with a high level of general education, the report noted, however, that "the future curriculum will be developed and changed within the broader political context, including its constitutional arrangements, its notions of rights and equity, and its human resources development strategies".

The Neipi research programme is the product of nearly two years of intense activity involving more than 300 direct participants who worked around the clock to present an alternative view to the Government's Educational Renewal Strategy.

"Neipi signals a new and highly successful departure for collaborative effort among political leaders, academics and practitioners," Neipi executive committee chairman Professor Jakes Gerwel said.

"However," added Gerwel, "it would be a mistake to view the project as providing anything more than a foundation for building a more legitimate and efficient education system for a democratic and prosperous South Africa."
Agents not pinning hopes on apparent confidence

WHILE confidence appears to have returned to the residential property market as major estate agencies report a surge in activity, this does not necessarily indicate the start of an upturn.

Eskel Jawitz J H Isaacs CE Eskel Jawitz said February was a very good month for the industry as public perception was that the market — and the economy — had bottomed out, and could only get better. “This improved perception has translated into more activity, but has not resulted in higher prices as supply still exceeds demand, and as long as this persists, prices will remain depressed,” he said.

Llew Geffen of Llew Geffen Estates agreed, saying the buoyancy in the market had not been reflected in prices. Increases were unlikely this year as there were more sellers than buyers. “Our February sales were 17% up on last year’s and the mood in the market is much more positive. But there is still a large number of prospective buyers waiting on the sidelines, and if they enter the market this trend can be sustained.”

Seefl Residential Properties reported sales of R78m in February.

MD Samuel Seefl said these sales were very pleasing as they were achieved in a difficult market.

A total of 444 homes were sold in February. The group, which operates only in the PWV and western Cape, saw sales of just more than R50m and R27.5m in each area respectively.

“A significant aspect of the results is the fact that the PWV branches are continuing to increase their market share. When we entered the PWV market in June 1991 total sales a month from the three agencies we bought amounted to R15m, R16m a month less than we were doing in the Cape. The Transvaal market now constitutes the bulk of our home market business,” he said.

Pam Golding Properties also claimed improved market share on the back of deals worth R90m in February. Chairman Pam Golding said sales valued at R67m were recorded in the Western Cape.

Recent statistics show that sales picked up dramatically in the western Cape, but were down 33% year-on-year in other areas.

“This clearly shows we are gaining market share as these figures match the highest figures from last year.” Agents had detected increased activity in the market since last October and there were definite signs that higher-priced properties were moving faster than before, she said.

The February figure included the sale of 12 properties for more than R1m each, which was an encouraging sign for the upper end of the market, she said. Geffen said the middle market — priced at between R300 000 and R800 000 — had also performed strongly.

Camdon’s Nationwide Franchise chairman Scott McRae said there was an “eleventh hour” rush of property purchases to beat any increase in VAT in the Budget.

He said rumours that Finance Minister Derek Keys would increase VAT to between 13% and 15% were “extremely disquieting” for the property industry. Such an increase could stop any market recovery in its tracks.

Property was a basic commodity and should be zero rated for VAT purposes, or at the very least exempted from any proposed increase in VAT. “The property market is delicately poised right now. I believe it is on the verge of a recovery because of interest rate drops and the perception that SA will take the high road, but it is always sensitive to a number of influences, including financial and economic factors as well as political influences. Any incipient recovery could be nipped in the bud if VAT was increased, making property less affordable.”
Education not well oiled

MORE than R1bn had been spent from the wind of strategic oil reserves on education, housing and socioeconomic backlogs — almost R600m less than originally budgeted, the Finance Department disclosed in the Budget Review.

It was originally budgeted that R166.5m would be spent on capital expenditure on education, but this had to be revised to R155.5m.
CAPE TOWN — Education spending will reach R22,704bn in 1993/94 — 19.2% up on last year. However, this figure does not include the TBVC homelands or salary increases for teachers. Significantly, the amount of the Budget pie allocated to education has grown from 20.7% in 1992/93 to 21.4% in 1993/94.

Finance Minister Derek Keys told Parliament the education allocation for the coming financial year made adequate provision for the start of the long-term financing plan as outlined in the government's education renewal strategy released in January.

The strategy had been positively received and provided for an inclusive framework within which further planning, consultation and negotiation could take place with a view to reform.
Teachers criticise allocation

Staff Reporter

THE National Education Co-ordinating Committee, citing the government's "unshamed unilateral restructuring", has dismissed any positive effects from yesterday's R22.7 billion budgetary shot in the arm for education.

Although the amount — a 19.2% increase from last year — was described as heartening by the Urban Foundation, it received short shrift from the NECC and the SA Democratic Teacher's Union (Sadtu) yesterday.

Mr Keys told Parliament the education allocation made adequate provision for the start-of the government's "Education Renewal Strategy" (ERS) with R17m.

NECC spokesman Mr Desmond Thompson said the government's "unnegotiated and illegitimate Education Renewal Strategy forms the cornerstone of the education Budget.

"Who does government think they are, spending the people's money on their own discredited plans?" Mr Thompson said.

"It is quite obvious that this Budget is a continuation of the undemocratic way of doing things under apartheid," he said.

Sadtu, embroiled in a wage and education dispute with the government, said it was "shocked" Mr Keys had earmarked funds for the strategy.

In a statement Sadtu said they had "been assured by the State President and the Minister of National Education, Mr Fiet Marais, the ERS is a mere discussion document and in no way implies a formal policy position which the government wants to unilaterally implement".
Education set to get a bigger slice

By ANTHONY JOHNSON
Political Correspondent

EDUCATION spending will reach R22.7 billion in 1993/94 — 19.2% up on last year.

However, this figure does not include the TBVC homelands or salary increases for teachers.

Significantly, the amount of the budget pie allocated to education has grown from 20.7% in 1992/93 to 21.4% in 1993/94.

Finance Minister Mr Derek Keys told Parliament during his budget address yesterday that the education allocation for the coming financial year made adequate provision for the start of the long-term financing plan as outlined in the government’s “Education Renewal Strategy” released in January.

“This strategy has generally been positively received and provides for an inclusive framework within which further investigation, planning, consultation and negotiation can take place with a view to the reform of education,” he said.

Mr Keys said that of the total allocation to education, R17 million had been provisionally placed on the Department of National Education vote, with a view to financing certain actions closely linked to the implementation of the strategy or the one which might eventually be settled upon as a result of negotiation with other parties.

NEGLECTED . . . A group of educare workers and teachers protested at Parliament yesterday against the government’s “neglect” of pre-school and early education.

Picture: HAROLD KING
Teachers criticise the allocation of finances

By Phil Molefe
Education Reporter

Major education bodies yesterday accused Finance Minister Derek Keys of allowing the Budget to fall prey to "the Nationalists' plot" to restructure education unilaterally.

The National Education Coordinating Committee (NECC) and the South African Democratic Teachers' Union (Sadtu) criticised Keys for allocating R17 million of the total education budget towards getting the Government's Education Renewal Strategy (ERS) off the ground.

More than R22.7 billion is to be spent on education in the 1993/94 financial year — an increase of 19.2 percent from last year.

Keys told Parliament that the key element of this allocation was the provision for the start of the long-term financing plan for a single education system in terms of the ERS.

While it noted the increase, the NECC said "this positive measure was negated by the framework of unashamed unilateral restructuring within which this announcement was made".

NECC national information officer Desmond Thompson said it was unacceptable that the Budget should be in line with the ERS.

"We believe that all issues pertaining to education, including the Budget, should be at this stage in the history of our country negotiated at a representative forum," Thompson said.

Sadtu general secretary Randall van den Heever said the organisation was shocked to hear that Keys had voted funds to be spent on education on the basis of the ERS.

"We regard the lip service that Mr Keys pays to the ERS document as another blatant example of unilateral decision-making on the part of the Government," van den Heever said.

However, Democratic Party spokesman on education Roger Burrows said if the R17 million was being spent to eliminate racial departments of education, then it would be well spent.

Burrows urged the Government to bring into existence an education forum that would handle restructuring.

He welcomed the increased spending on education, particularly the black education department, which he said would receive a 30 percent increase.

The chairman of the Teachers' Federal Council, Allan Powell, said teachers would start the coming financial year with a serious backlog because "they will not receive relief by means of an adequate salary increase".

The Budget does not include salary increases for teachers but the Government has offered a limit of 5 percent wage increase.

The Government's offer has fuelled anger in teacher ranks.
State gives health and education a R33 b slice

Political Correspondent

EDUCATION and health benefit by more than R33 billion with this year's Budget.

More than R22.7 billion is to be spent on education in 1993/94 — 19.2 percent up on last year.

This does not include salary increases for teachers or TBVC countries.

A key element is the provision for the start of the long-term financing plan for a single education system under the Education Renewal Strategy.

Of the total allocation for education, R17 million has been earmarked for initial spending to get the strategy started.

Health services are getting more than R11 billion in the Budget and more than R400 million is to be spent on feeding schemes. The health budget is up 11 percent on last year.

Furthermore, the government is streamlining health services to keep down delivery costs. A committee is expected to make recommendations soon.

The Budget Review says "the strained economic circumstances necessitate a drastic improvement in the cost effectiveness in health care delivery on the part of all health authorities".

Legislation is to be introduced during this session of parliament to establish a new management model for academic hospitals to give them greater autonomy.

Poverty and the drought have increased the demand for food aid and the government is to spend R400 million this year on the National Nutrition and Social Development Programme.

This will be supplemented with any funds left from the R400 million allocated for nutrition schemes in last year's Budget.

The allocation to the Protein Energy Malnutrition Programme, also administered by the Department of National Health and Population Development, is to be raised to R60 million.

Other departments which will get more are:

- The R6.5 billion police budget for 1993/94 is up 14.3 percent on last year's allocation. The recently-expanded air wing of the police will be funded from this amount. The Budget Review says greater police visibility is crucial.

- The allocation for prisons goes up 17.6 percent to R1.7 billion. In addition, the Department of Correctional Services is taking "various steps to counter rising costs . . . including the further development of corrective supervision as an alternative service option and controlled early releases. Prison labour is to be used more effectively";

- The justice budget goes up 24.1 percent to R965.5 million — largely to fund structures arising from the National Peace Accord, various boards of inquiry, implementation of new legislation and a higher demand for legal assistance by the underprivileged; and

- The Rail Commuter Corporation is to receive R1.2 billion from the 1993/94 Budget, with the Exchequer taking full responsibility for its operating deficit.

Transnet had not yet generated sufficient revenue for the commuter corporation's operating losses to be financed from direct payment of Transnet dividends.

The voted amount of R650 million for 1992/93 had to be supplemented by R220 million — a total of R1.18 billion.

The Commuter Corporation's operating losses appeared to be on budget, while the accumulated debt would be merged in the public debt.
Education crisis: FW urged to step in

By Phil Molefe
Education Reporter

As a likely teachers' strike and impending pupil protests threaten to push the already chaotic situation in black education into catastrophe, the National Education Coordinating Committee (NECC) yesterday urged President F W de Klerk to intervene "as a matter of extreme urgency".

General-secretary James Maseko said the Government's attitude to teacher/student grievances had rendered the organisation "powerless" to urge demoralised teachers and pupils to go back to school.

SA Democratic Teachers' Union (Sadtu) members have already started casting their votes on whether to embark on a national strike in protest against their five percent wage increase, effective from July 1.

Sadtu sources believe most teachers would vote to strike unless the Government revised the increase announced in Wednesday's Budget.

Three major student organisations have announced a campaign of rolling mass action against the payment of exam fees, beginning on Thursday. Hundreds of thousands of pupils countrywide are expected to take part in marches, sit-ins and pickets jointly organised by the Congress of South African Students, Pan African Students' Organisation and the Azanian Students' Movement.

Meanwhile, the National Professional Teachers' Organisation of South Africa (Naptosa) — the influential umbrella body of Government-recognised, black and white, teacher associations — yesterday warned that the current crisis could develop into mass disruption and unrest.

Naptosa president Leepile Taunyana said: "Earlier warnings by Naptosa ... are becoming a reality."

The NECC also objected to the unilateral restructuring of education as indicated by the R17 million budgeted for getting the Government's Education Renewal Strategy off the ground.

Maseko said other NECC demands to De Klerk included an end to the Government's unilateral restructuring of education, the scrapping of exam fees and the reopening of negotiations on teachers' salaries.

Fleeing robbers kill mother and her son
**New face of local govt**

**LINDA ENSOR**

CAPE TOWN — The Local Government Department was formulating proposals for reforming local government structures which could be put on the table for negotiation, Minister Teri

us Delport said yesterday.

Opening the United Municipal Executive Congress, Delport said a salient feature of the proposals would be the disappearance of management committees and local affairs committees as separate entities, and the creation of a single council for a municipality's whole area of jurisdiction.

Another would be the consolidation of legislation relating to local authorities. Consultations were taking place as a matter of urgency to finalise a package of reform measures because he did not see municipal elections scheduled for next year taking place under the existing system.

It was time for organised local government to do away with the own affairs concept as there was no justification for the existence of racially-based organisations, he said.

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**Education organisations set deadline for FW’s response**

**KATHRYN STRACHAN**

National Education Co-ordinating Committee (NECC) president James Maseko said teachers and pupils were desperate to return to "effective teaching and learning".

Once they had a signal that government was committed to addressing the problems there would be a return to normal schooling.

Establishment of a national forum would provide the necessary signal. The forum would restore hope to the demoralised and frustrated pupils and teacher masses, Maseko said.

However, they were taking government's repeated refusal to take this step as a clear sign of its determination to shape education according to its own needs.

He added that the NECC was concerned about "elements who had tried to hijack student and teacher struggles for sinister ends", and called on the organisations to close ranks and engage in co-ordinated and disciplined activities.

**GERALD REILLY** reports from Pretoria that the National Professional Teachers Organisation of SA (Naptosa) is to withdraw from all education advisory bodies because of "sheer frustration" at government's inability to resolve the pay dispute.

Earlier this week the Teachers' Federal Council withdrew from government education advisory bodies in protest against the "non-negotiable" 5% pay hike.

Naptosa president Leepile Tsunyane said yesterday Naptosa had warned of the disruption and unrest that could follow government's unilateral stance on the pay issue. This had now happened.

It was tragic the crisis in education had escalated at a time when the country was moving toward a non-discriminatory education system.

Our Durban correspondent reports Society of Natal Teachers (Sona) vice-president Henry Hendricks said lessons resumed at House of Representatives schools yesterday.

He said a Sona delegation had been invited to meet officials from the departments of education and culture and national education in Cape Town next week.

Meanwhile, Sapa reports Sadtu's Free State region yesterday accused QwaQwa police of using live ammunition on "peaceful demonstrators" in Phuthaditjhaba on Wednesday.

The accusation was rejected by QwaQwa police spokesman Capt Walter Mefolo.
IKAMVALETHU Finishing School, which has had accommodation problems since it was established in 1991, has been given the go-ahead by the Rail-Commuter Corporation to use its Philippi hostel.

The 900 pupils and staff recently occupied the hostel to highlight their predicament.

The corporation said the school could use the complex, next to the Philippi station, pending the construction of “alternative facilities” by the Department of Education and Training.

The corporation said negotiations between the Cape Provincial Administration and the National Housing Forum to buy the hostel were at an advanced stage and it was envisaged it would become “part of the overall hostel redevelopment programme”.

Ikamvalethe used to hold classes at Silimela Comprehensive School in Langa.
Educators call for new forum

JOHANNESBURG. — Teacher and education organisations have given President FW de Klerk until April 1 to respond to a demand for the establishment of a national education forum to address the crisis in the sector.

The deadline coincides with government's expected announcement of a new coordinating department which is intended to bring the fragmented education system closer to unity.

SA Democratic Teachers' Union (Sadtu) spokesman Randall van den Heever yesterday said the new department would not provide a binding negotiating process with extra-parliamentary groups.

He dismissed the department as a part of a unilateral restructure forced on education by government.

To back their demands, student organisations have already planned a national day of action on March 24, which will include boycotts and demonstrations.

Sadtu is currently conducting a national strike ballot aimed at getting a salary increase higher than the 5% on offer from the state. The result of the ballot will be known within a week.

Sadtu national president Mr Shepherd Mdladlana said teachers' associations were considering uniting under an umbrella body.

He said many white teachers had contacted him "wanting to pull out of their own organisations and to join Sadtu, as well as wanting to participate in the strike ballot because they too feel the (economic) pinch".

• The torching of copies of the Natal Witness newspaper earlier this week by teachers in Maritzburg who disagreed with one of its editorials came under fire from newspaper editors yesterday. — Own Correspondent, Sapa

Teachers to meet FW

JOHANNESBURG. — The National Professional Teachers' Organisation of South Africa (Naptosa) has accepted President FW de Klerk's offer to meet for discussions on the state of education.

The acceptance follows Wednesday's nationwide chakdow by 100 000 teachers.

Earlier this week the Teachers Federal Council (TFC) also withdrew from government education advisory bodies in protest against the "non-negotiable" 5% pay hike.

Naptosa president Mr Leopile Tauyane said in spite of Mr de Klerk's public announcement that a proposed salary increase of five percent was non-negotiable, Naptosa would urge him to reconsider. — Sapa, Own Correspondent
Will money solve education problems?

E
ducation’s share of the budget as a portion of the country’s gross domestic product (GDP) should be lower than it is, according to Finance Minister Derek Keys.

“The Department of Finance is trying to control overall education spending at six percent of GDP,” he said this week.

“But that assumes an economic growth of three percent in real terms.”

Although there has been a lack of perceptible growth in the economy for some years, education has continued to attract funds and its portion of GDP has soared to 7.3 percent—a figure pointed to by educationists as proof of the government’s commitment (even if inadvertent) to maintaining international standards of educational spending.

“By contrast,” Keys added, housing, which the deLoor Commission recommended gather six percent of GDP, will only be getting 0.5 percent.

That slight did not bother the National Housing Forum (NHF), which issued a joint statement with the minister of national housing welcoming the R200-million designated for the NHF in the budget, plus an additional R200-million bridging finance in a supplementary budgetary allocation, for funding for a new Joint Housing Initiative (JHI).

The NHF said it had been negotiating with the Department of Local Government and National Housing for some months for a “new, broadly supported, non-racial housing initiative which focuses on disadvantaged communities”.

The JHI would use state funds as well as private-sector investment.

There are other allocations for housing and, Keys notes in the budget, “it is estimated that a further R800-million or so will be spent on housing by the Development Bank of South Africa, the South African Housing Trust, the Independent Development Trust and the self-governing areas”.

The education allocation of an aggregate R22.704-billion excludes the “independent” TBVC states and salary increases for teachers. Moreover, Keys notes, it “makes adequate provision for the state of the long-term financing plan for education as expounded in the Educational Renewal Strategy (ERS)”.

The publication several weeks ago of the government’s revised ERS is one of the more contentious issues in the educational arena, with educationists and teacher organisations accusing the government of having reneged on undertaking to restructure education unilaterally.

The Urban Foundation’s Education Policy Unit said it believed education had reached a ceiling in terms of its budget share, now 21.4 percent. The unit noted a shift—believed to be temporary—in favour of tertiary education and substantially increased capital spending.

But, though it seems a good idea to throw money at education problems, some of the targets are being questioned. “Government policy assumes that its degree/diploma-based upgrading programme will automatically result in improved teaching ... Alternative approaches to teacher training which rely less heavily on pre-service training and more heavily on in-service training may prove both more effective and less expensive,” said the Education Policy Unit.
Primary key to education

Education in South Africa, particularly for black children, faces one crisis after another. There are many organisations dedicated to dealing with the problems that arise, not least Promat, as LARRY ROBERTSON, its executive director, explains.

The Promat College of Education is committed to admitting a high proportion of rural-based students and to providing all students with a sound education, especially in English, Science and Mathematics. This means that these students will return to rural primary schools, and will be capable of working with colleagues to raise the quality of teaching and learning which takes place there.

Promat's College of Education is learning how to assemble and implement a curriculum for the education of teachers which is committed to a non-racial and democratic society. This learning process has been accelerated with the admission of 130 in-service courses which enable these teachers to function at maximum ability in their contexts as well as to begin the processes of reconstructing their teaching practice and that of the schools from which they come.

Promat's College of Education has thus stepped beyond where most teacher-educating institutions stop.

Instead of being content to train and qualify teachers, Promat's College has sought active intervention in schools and communities and is planning how teachers, without leaving their classes, can upgrade and develop their qualifications by means of Promat forces.

Promat's understanding of educational needs means that even further educational intervention than has been mentioned is necessary.
Wine tax laid foundations for learning

By FRANK BRADLOW

THE South African Library, the country's oldest public institution, has reached the venerable age of 175.

It is situated in the Gardens in Cape Town and came into being on March 20, 1818, when the Governor, Lord Charles Somerset, decreed that the proceeds of a tax on Cape wines be used to "create a fund for the formation of a public library, which shall be open to the public, and lay the foundation of a system, which shall place the means of knowledge within the reach of the youth of this remote corner of the globe."

The library's function, therefore, was to be an educational one. Almost its first act was to acquire on permanent loan from the Dutch Reformed Church the private library of a German settler Joachim Nicholas van Dessin.

In 1791 Van Dessin had bequeathed the 4,500 volumes in his private collection to the church, "to serve as a foundation of a public library for the advantage of the community".

By making the library a lending library, the South African Public Library, as it was then managed not only to survive, despite many vicissitudes and continual shortage of funds, but to develop under a distinguished succession of librarians, including Alexander Jardine and Thomas Pringle, the 1820 Settler poet and champion of the freedom of the Press.

Importance

In 1891, Sir George Grey, the previous governor of the Cape, gave the library his magnificent personal library, which included several exquisite illuminated manuscripts, a first folio of Shakespeare, an example of the first printing done in South Africa, and other priceless rare books.

Grey also gave a smaller collection to the Auckland public library in New Zealand, saying that he gave his collection to "the two cities he loved most in the world, Cape Town and Auckland."

It was the Grey collection that gave the South African Library its international prestige. Its importance helped to decide the vexed question of whether the library was to be a popular lending library or a national reference library, but its emphasis was on books of reference.

This collection, together with the existing book stock, was housed in the new Neo-Classical building in the Gardens, which was erected with government aid between 1838 and 1853. These premises (at present being renovated) are still occupied by the library.

Over the years the library has acquired other great private collections such as C A Fairbridge's library, which together with a new wing of the existing building, was donated by Sir Abe Bailey in 1925. In the course of its long life the library has always been a pragmatic institution, adapting to the needs of an often changing South Africa. Its book stock of nearly 600,000 volumes, approximately 180,000 bound periodicals, nearly 45,000 newspapers and about 80,000 other items contains nearly all the available knowledge about Southern Africa as well as much else.

Microfilming

Its resources are available to all individuals, and to all sections of the public, both here and abroad without any political boundaries. It will be an asset to any dispensation.

In 1954 the then librarian, Douglas Varley, persuaded the government to take full responsibility for the National Reference Library and the Cape Town municipality to take over the lending service. Thereafter the South African Library developed a reference department whose service ranks among the best in the world.

It preserves material like newspapers, journals and ephemera. Modern processes such as microfilming are also used to preserve material.

In 1978, the well-known author of adventure stories for boys, R M Ballantyne, whose book "The Coral Island" was a favourite of almost every boy at the beginning of the 20th century, wrote a volume called "Six Months at the Cape". In it he called the library a "rich and prolific mine". He said, "It unquestionably takes rank as one of the noted libraries of the world."

More recently, in 1992, Norris D McWhirter, founding editor of Guinness Book of Records, said on the radio the South African Library was one of the best reference libraries in the world and paid tribute to its courteous and expert staff. Scarcely a book dealing with a Southern African topic, either here or overseas, does not acknowledge the help received from this great library, and it is remarkable how many researchers comment on the helpfulness of the staff.

Assistance

With the acquisition of the old Archive Building in Queen Victoria Street, the library will at last be able to expand its stock — provided the funds are available — and to increase its already wide range of services, which include manuscript and iconographic collections, and very specialised collection like the Crail Collection which cover the Outshoorn, Mossel Bay and Plettenberg Bay triangle. The library also has an excellent publication department which publishes books containing historical material.

The present director, Mr Piet Westra, has an exciting new project to be housed in the Old Archives building — an outreach service to promote literacy, reading an book culture. Entitled "The Centre of the Book" it has as its object assistance in the education of the widest possible number of people in the new South Africa.

National libraries are the repositories of nation's wisdom. They are an essential part of the fabric of any society.

The South African Library with its carefully preserved accumulation of knowledge is one of the most important institutions in this country's advance into the 21st century.
Pickets are never much fun when you are the target. Sit-ins are worse. Your privacy — are invaded, yet modern practice requires that you grin (or scowl) and bear it.

Politicians may become used to this sort of thing but when it happened to us at the IDT, it cast a shadow over what the Trust is trying to do. The IDT is trying to do, namely, to work with the community in breaking the cycle of poverty in this country.

The demonstrations were mounted by two student organizations, SASO and PASO, to lend weight to their campaign for “the disbandment of the IDT, as it is apparent that it has failed dismally on resolving the financial crisis engulfing tertiary institutions”.

As our director of education, Professor Merlym Mohl, deeply dedicated educationist, reminded the students, the IDT was not established to resolve the financial crisis at universities and technikons. Its primary thrust is to alleviate the plight of the poorest of the poor in four major areas: housing, health, job creation and education.

The major focus in education by the IDT is on pre-school and primary and secondary schooling, where massive backlogs exist.

Close to R400 million has been allocated to these areas. To children at primary and secondary level, education is a right.

Tertiary education, while vital to the country, remains a privilege. However, because Mohl looks at education in an holistic way, he consulted a host of interested parties — including student organizations — on how the IDT could best serve the disadvantaged in this field.

Back came the answer: Establish a loan scheme to improve access to tertiary education by academically deserving and financially needy students.

Catalyst

This the IDT has done. The scheme is managed by an interim committee of the Tertiary Education Funds of South Africa on which a wide range of organisations serve.

At no time was the IDT seen as more than a catalyst in the matter, ready to help with loan funding but certainly not to shoulder the responsibility for what is a severe funding crisis. That is for the Government and the universities and technikons to sort out.

As proof of its readiness to assist, the IDT has committed R30 million to the programme in three years.

In 1991, loans were made to 426 students at 17 universities and technikons, 56 percent at “historically black” institutions. Last year, 10,000 loans were made, 63 percent at “historically black” centres.

This year, over R30 million has been made available, and the “historically black” percentage has risen to 67 percent among a total of 36 universities.

Almost 100 percent of the students receiving loans at both the “liberal white universities” and the “historically black” institutions have been black.

In contrast to the students’ demand for more money, Professor Wiseman Nhulul, new chief executive of the IDT, expressed concern this week about the growing emphasis on loan funding for tertiary education. He believes that only in exceptional cases should students turn to loans.

“Otherwise,” he says, “they will carry a terrible burden with them when they graduate.

“The Government must meet its obligations in items of a subsidy formula, parents must make a contribution and the universities and technikons must reach an accord with students over their fees.”

In truth, the IDT was made the scapegoat this week for a crisis not of its making. Four decades of apartheid and deep cuts in university subsidies, coupled with economic recession, are the major culprits.

Which is why, when the sit-ins were over, we dusted off our chairs, removed the posters from our walls, and went on with our jobs.

The scoreboard shows that the IDT has supported 508 projects so far. My colleague, housing director Ben van der Ross, points out that the tally is much greater if we count the projects within-projects.

He’s right. In that sense for example, our massive R800 million capital subsidy scheme for servicing land is counted as one project, but in fact it is being implemented at 104 different sites around the country.

The same applies to the building of clinics and to educate facilities, not to mention classroom and schools.

Looked at on that basis, the total is well over 1000 — and mounting.
Students to spend day protesting
One school of thought

Reports on a new education system reveal important divergences and convergences with the Government's Education Renewal Strategy, writes Education Reporter PHIL MOLEFE.

Anger... as teachers protest in Johannesburg. Now a new system is on the horizon. Considering that more than a third of the population do not have effective reading and writing skills, Nepi proposes a vigorous and massive programme to eliminate illiteracy through strong State intervention.

In this regard, the ERS programme is the product of nearly two years of intense activity involving more than 300 direct participants who worked around the clock to present an alternative view to the ERS.
Education bodies plan to avert universities' collapse

EDUCATION organisations said yesterday they would take urgent steps to prevent the "financial collapse" of black universities, including appealing to President F W de Klerk to intervene.

The National Education Co-ordination Committee (NECC), the Independent Development Trust, the Kagiso Trust, the Education Development Trust and the Bursary Council of SA was formed two weeks ago to address the crisis and to salvage the 1993 academic year.

At a meeting yesterday, the forum decided to meet major funders of black universities to develop a collective approach to funding financially disadvantaged students. Thereafter, it would meet De Klerk to secure his support for, among other things, the correcting of the historical imbalances in government funding arrangements.

The forum also decided to hold a number of donor conferences with key international institutions and the private sector, and to establish a committee of experts to visit black universities to identify ways of strengthening institutional capacity.

NECC general secretary James Maseko told the news briefing that the 1993 academic year had already been lost to several thousand students who could not attend classes until registration fees, which they could not afford, were paid.

He said although white universities were also experiencing problems, by comparison the problems at black universities were acute.

"Some are literally unable to pay salaries and to provide basic services," he said.

Maseko said the forum would have talks with the IDT and the Kagiso Trust before a possible meeting with De Klerk.

The trusts and government are black universities' major funders.

The universities facing financial problems are those of Zululand, of Durban-Westville, the North, the Western Cape, Fort Hare, Transkei, Venda, Bophuthatswana and Medunsa.

Zeivenfontein squatters halt TPA talks until demands met

THE Zeivenfontein squatters have called off all resettlement talks with the Transvaal Provincial Administration (TPA) until a wide range of demands — including the immediate incorporation of the relocation sites into Randburg and Randfontein municipalities — are met.

Other demands are the supply of new tents to squatter families, a mobile clinic, toilet facilities to each family, an office building for leaders of the community and additional water tanks to be erected at the current Zeivenfontein sites.

If these demands were not met by Friday, the squatters would march on the office of the President, squatter spokesman Mathole Motshenga said.

A request by the TPA to discuss development plans of the Diepsloot resettlement area had been rejected on the same grounds, Motshenga said.

He said no talks would be held with the TPA unless the demands were met.

About 600 squatter families will be moved from Zeivenfontein to Diepsloot.

TPA spokesman Piet Wilken said the decision of the Zeivenfontein community was regrettable, but the TPA would continue with the planning of the Diepsloot site.

He denied the TPA had been dragging its feet over the relocation of the squatters, and said the planned resettlement date of March 31 had been delayed by a temporary Supreme Court interdict issued after a court action late last year by Diepsloot residents.

This had halted the development of the Diepsloot site.

Although the court found in favour of the TPA to continue with the resettlement of the squatters, Diepsloot residents appealed against the court finding.

They had lost the appeal, but had until March 25 to petition the Chief Justice to reverse the appeal court finding.

Until then, Wilken said, the TPA's hands were tied.

"We are committed to find a solution and regard the Zeivenfontein community's participation in planning the Diepsloot site of the utmost importance," he said.

About the incorporation of the Diepsloot and Nietgedacht sites into existing municipalities, he said the administrator was awaiting the recommendations of the Demarcation Board — which recently met on the extension of municipal borders in the area.

Mpfou faces fraud charge

FORMER ANC welfare department deputy head Dalli Mpfou's career at the Johannesburg Bar two weeks ago, but was arrested earlier this week on a charge of attempted cheque fraud involving R50 000.

Johannesburg Bar Council chairman Wim Trengev SC said Mpfou immediately informed the council about his arrest on Monday.

"If he is found guilty, we would definitely take action," said Trengev.

It is alleged that Mpfou illegally issued a R50 000 ANC cheque to a fictitious person and attempted to lodge it in a bank account. But a law firm brought this to the police's attention.

Mpfou appeared briefly in the Johannesburg Magistrate's Court on Monday, no charges were put to him and he was not asked to plead. The matter was postponed to April 22.
Our youth need to be looked after

Adults consider the lost generation.

By Sipho Mthembu

A future government should introduce a policy that will not only provide compulsory primary education but also set a two-year syllabus to rehabilitate "the marginalised youth".

Speaking on the first day of a four-day conference on youth development on Monday organised by the Joint Enrichment Project in Broederstroom, Child Literacy Project director Mrs Jean Peake said: "The most marginalised youth are irretrievable, so are those who are most economically and politically deprived."

Speakers at the conference identified illiteracy, unemployment, substance abuse, poverty and violence as "manifestation of marginalised youth".

Representatives also made proposals for the urgent introduction of projects to counter substance abuse, poverty, lack of shelter and other problems facing the children and youth.

The conference ends tomorrow.

Speakers challenged the conference to produce useful solutions. Leaders from across the political spectrum, including Inkatha Freedom Party national chairman, Dr Franklin Mdlalose, Mrs Albertina Sisulu, ANC Youth League president Peter Mbeku and representatives from the Canadian and Japanese Embassies, attended.
Pupils to march to Parliament

Staff Reporter

THOUSANDS of pupils are expected to march to Parliament today in support of a call by the Pan Africanist Students’ Organisation (Pasoa), the Congress of South African Students (Cosas) and the Azanian Students’ Movement (Azasm).

The marchers will demand the scrapping of examination fees. A similar march was held at the end of last month.

The action has received support from the ANC, PAC, Azapo and Sadtu, who have urged restraint and discipline from the pupils during the proceedings.

Cosas regional chairman Mr Sogezo Mjongile said meetings had been held at schools yesterday to establish whether early-morning classes should be held before the march.

He said ANC marshals would maintain order among the marchers.

This follows the chaos that erupted after a previous march when women were threatened with knives, people were robbed and stalls at Cape Town station were ransacked.

Opposition from pupils who may want to go to school today was not foreseen because the march had “100% support”, Mr Mjongile said.
The Department therefore wishes to disagree in the strongest possible terms with the sentiments expressed in recent newspaper reports on this subject.

Mr T ABRAMS: Mr Chairman, arising out of the hon the Deputy Minister's reply, I want to know whether the problem which has arisen out of relations with the new Angolan government has been the subject of bilateral discussions with other political parties such as the ANC.

The DEPUTY MINISTER: Mr Chairman, I want to ask the hon member to place that question on the Question Paper, so that the hon the Minister can reply to it directly when he is available.

_for written reply:

**Own Affairs**

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<thead>
<tr>
<th>Services at schools under Department</th>
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<tbody>
<tr>
<td>10. Mr T ABRAMS asked the Minister of Education and Culture:</td>
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<tr>
<td>(1) How many pupils enrolled at (a) primary and (b) secondary schools in each of the regions under the control of his Department during the first school term of 1993?</td>
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<tr>
<td>(2) Whether any services will be available at the above schools in the current year; if not, why not; if so, (a) what services, (b) in which regions, and (c) when, in each case;</td>
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<tr>
<td>(3) Whether any existing services are to be terminated at the above schools in 1993; if so, (a) what services, (b) in which regions, and (c) when, in each case;</td>
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<td>(4) Whether he will make a statement on the matter?</td>
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The Minister of Education and Culture:

1. Pupil statistics for the first school term only become available when form VR-26 is submitted at the end of the first term. The information request is thus not available yet.

2. Yes.

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| Per capita expenditure on education |

14. Mr C I NASSON asked the Minister of Education and Culture:

What was the per capita expenditure, (a) including and (b) excluding expenditure of a capital nature, on pupils or students at State, (i) (aa) pre-primary, (bb) primary and (cc) secondary schools, (ii) colleges of education, (iii) technical colleges, (iv) technikons and (v) universities during the financial year 1991-92 and the financial year 1992-93 or the latest specified 12-month period for which information is available?

The Minister of Education and Culture:

Financial year 1991-92

(a) (i) (aa) 505.48

(b) 1 846.68

(c) 5 144.1

(ii) 18 668.23

(iii) 3 618.14

(iv) Not available. Technikons—autonomous

(v) Not available. Universities—autonomous

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HOUSE OF REPRESENTATIVES
(a) What is the (i) total number of classrooms in (aa) primary and (bb) secondary schools administered by his Department and (ii) average number of classrooms for such (aa) primary and (bb) secondary schools and in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND CULTURE:

(i) 505.48
(ii) 1 758.90
(iii) 2 896.60
(iv) Not available. Technikons—autonomous
(v) Not available. Universities—autonomous

Number of classrooms

15. Mr C I NASSON asked the Minister of Education and Culture:

(a) (i) (aa) 24 370
(ii) 10 958
(iii) (aa) 13 58
(bb) 40 57

(b) February 1993.

QUESTIONs

Indicates translated version.

For oral reply:

General Affairs:

Question standing over from Wednesday, 17 March 1993:

Religious bodies: tax deductions

*2. Rev C PILLAY asked the Minister of Finance:

(1) Whether any tax deductions are granted to the Bible Society of South Africa; if so, what is the nature of these deductions;

(2) whether such deductions are also granted to Hindu and Muslim religious bodies; if so, what is the nature of these deductions; if not, why not;

(3) whether he intends introducing legislation to grant tax deductions to these bodies; if not, why not; if so, (a) when and (b) what are the relevant details?

The DEPUTY MINISTER OF FINANCE:

(1) No. No tax deductions are granted to the Bible Society itself. What, however, happens is that in terms of section 18A (2)(c) of the Income Tax Act bona fide donations to the Bible Society of South Africa are allowed as a deduction in the hands of the donor. These deductions are limited to R500 or 2 per cent of the taxable income (whichever is the greater) in the case of an individual and 5 per cent of the taxable income in the case of companies.

(2) No.

(3) No. Negotiations concerning the relevant tax deduction have been entered into with the Bible Society.

Rev C PILLAY: Mr Chairman, arising out of the hon the Deputy Minister’s reply, is he aware that it is mandatory that our Muslim community pay Zakat, amounting to 2.5%, in keeping with religious requirements? Is the hon the Deputy Minister, in the spirit of religious freedom which is zealously espoused by the NP, prepared to grant tax relief in this connection?

The DEPUTY MINISTER: Mr Chairman, there are only two possibilities. The first is to extend the present tax dispensation with regard to deductions and the second is to abolish such deductions by repealing the relevant provision. We are involved in discussions with the Bible Society of South Africa at present. The general principle is to abolish tax deductions. That is the issue at stake here, and we are discussing it with the society in question at the moment.

Mr A RAJABANSI: Mr Chairman, further arising out of the hon the Deputy Minister’s reply, is he aware that this matter of Hindus and Muslims has been raised before, and is it correct that at a time when the Hindus and the Muslims want the same right as the Christians, the Government is thinking of abolishing these deductions altogether? Is the hon the Deputy Minister aware that Chief Gatsha Buthelezi and Dr Nelson Mandela have indicated that they will treat all religious groups fairly?

The DEPUTY MINISTER: Mr Chairman, this is a sensitive issue, and I am glad the hon member is raising it. Let us discuss it.

We stand for religious freedom. We stand for doing away with discrimination.

Mr A RAJABANSI: But here you are discriminating.

The DEPUTY MINISTER: We are contemplating withdrawing those deductions.

Mr A RAJABANSI: When we want something, you withdraw it!

The DEPUTY MINISTER: It is not the hon member for Arena Park who asked the question. I am told the hon member who asked the question is of the Christian faith.

Mr A RAJABANSI: Yes, but we work together.

The DEPUTY MINISTER: We have not taken a decision on this issue as yet, but we are open to submissions.

Mr A RAJABANSI: We asked the Government about this two years ago.

The CHAIRMAN OF THE HOUSE: Order! The hon the Deputy Minister is responding to questions raised. He may proceed.
SCHOOLS SCHEME AIDS LOCALS AND PROFESSIONALS

25/3/93

THESE days, if professional practitioners do not get out of their offices and look for appointments, they end up working for the council or in the unemployment queue. The professions that rely on construction are particularly poorly off. Government as a source has all but dried up and little is forthcoming from private sector developers.

Perhaps, in a perverted way, some good has come from this otherwise depressing situation. It has forced attention on one area of work that is socially beneficial and which still attracts what finance is available, the construction of schools for disadvantaged communities.

Not that the professional engineers, architects and quantity surveyors who have become involved in this area are doing it simply because there is no other work. That would be denying their real concern for the social reconstruction of the country and the value of their contribution. It is possible, however, that under different circumstances, the volume of more conventional work would have taken precedence over this type of project.

The Independent Development Trust (IDT) has allocated R300m to the construction of new schools, the backlog of which is estimated to stand at 30,000 classrooms. To ensure the real needs of communities are addressed, the IDT has established 11 regional trusts which interact with the local community, forming bodies called Community Schools Associations. These bodies are charged with evaluating and setting regional educational priorities. They then formulate a proposal and apply to the IDT for funds. The IDT will consider finance up to 90% of the contract amount. The local community body must find the balance.

Once funds are allocated the IDT devolves responsibility for planning and construction of the schools to the local trust. An important feature of the conditions laid down by the IDT is the appointment, by the local trust, of professional consultants including architects, quantity surveyors, land surveyors and engineers.

The possible inexperience of local communities in dealing with professional consultants is obviously of concern to the IDT, which has set out criteria to be used by the local community in making its selection.

These require the professional, among other things, to be locally resident, to be sensitive to the needs of the local community and to be prepared to consider solutions that are outside conventional methods of contracting.

This is not to say that the projects are a way of enriching existing construction professionals and building firms. The objective is very clear. The need to provide schooling for the youth of the area must be used to provide employment and training to members of the community; the use of professionals is essential to ensure the construction is soundly designed and built and that the costs are properly calculated and controlled.

A typical example is the Empulukhweni school recently opened in the Witbank township of Kwa-Guqa. The contract cost of building this 42-classroom school was R3.196.360. It was completed in four-and-a-half months, within the budget that was set and opened in time for the 1993 academic year.

What makes the achievement of being on time and within budget exceptional was that the individuals who formed the Kwa-Guqa African Builders' Association, the contractors, had previously built nothing more complex than simple township houses.

The association was brought together specifically to tender for the job. A training programme was established to train unemployed and retrenched workers in building skills prior to commencement of the project. The training was of a practical nature in that the trainers themselves undertook to build nine classrooms as part of the overall project. The quantity surveyor assisted with the budgets, documentation and negotiation of the tender and financial management of the project.

Having completed this R4.458m complex under the guidance of a team of professionals, the seven small contractors had learned skills that would in future empower them to undertake work which normally would require the employment of outside contractors.

The benefits to the community are considerable. Not only does it now have its own sophisticated construction resource, but the work it will generate will be to the benefit of the community in the form of employment and the reinvestment of profits among its own people.

This IDT-brokered scheme will achieve much more than the core objective of providing educational facilities and skills to the local community; it also stimulates much needed work for hard pressed but experienced professionals.

The author is a senior partner in quantity surveying firm Walker, Maré.
Pupils occupy DET offices

Own Correspondent

QUEENSTOWN. — Pupils have occupied Department of Education and Training offices here as part of the Congress of South African Students' (Cosas) campaign to highlight the education crisis.

This would continue until the government responded positively to demands to scrap examination fees, Cosas regional organiser Mr Vusumzi Mandindi said yesterday.
Fees: School considers legal action

Staff Reporter

A CITY school is considering taking parents to the Small Claims' Court at the end of April for non-payment of fees.

Mr Peter Kok, chairman of Tamboerskloof Primary School's governing body, said yesterday that by the end of February the fees of 49 pupils were still outstanding.

Since then, however, 41 had paid, leaving only eight parents who have not paid their fees of R175 a term — R5,000 short. This still seriously affected the budget.

Mr Kok said letters of demand had been sent out and every effort was being made to come to a compromise.

He said there were government subsidies for those who cannot afford to pay fees.

A Cape Education Department spokesman said a survey done last year revealed that outstanding fees did not present a major problem for state-aided schools.
Maritzburg: Students disrupt city centre

MARITZBURG. — Hundreds of school children from Edendale and Imball marched on offices of the Department of Education and Training here yesterday during a two-hour demonstration in the city centre.

Several streets had to be closed and traffic rerouted while the pupils made their way to DET offices to present a list of demands which included an end to the mass retrenchment of teachers and the building of more schools.

The march, organised by the Congress of South African Students (Cosas), was monitored by stability unit police and traffic officials.
JOHN VILJOEN
Education Reporter

SOUTH AFRICA should have regional, non-racial education departments by next April, says National Education Minister Mr Piet Marais.

He told a media briefing in Cape Town yesterday that all the major parties were agreed on a regional basis for administering a unified education system.

The process towards a new regional system would begin on April 1 (when Mr Marais becomes Minister of Education Co-ordination) and be guided by a new advisory body — the education co-ordination service.

The regions would have to coincide with those decided on in constitutional talks. But it would be unwise to wait for a new constitution to begin re-shaping education, he said.

His department would work with the Department of Constitutional Development during the next 12 months.

The government hoped the rearranging and rationalising of education into regional departments would be completed before March 31 next year.

Mr Marais said the phasing out of apartheid education and the levelling of the playing field would continue during the next 12 months.

He emphasised that he would not act unilaterally and that the government would try to involve all interested parties in the transition. But reality required that "progress be made as a matter of urgency."

The government would continue to phase out apartheid education by reducing the 64 Acts that regulated education to six or seven at the most.

This would establish a common statutory basis for all education and mean, for example, that all teachers would be employed within the same legislative framework.

The best administrative systems operating in the 14 education departments would be identified and introduced in the new regions.

The process would not lead to retrenchments — in fact, the school population was growing by 320,000 pupils each year and more teachers would be needed.

He could not quantify the cost of the process, but said it would amount to only "a few million" over the next year.

Homeland education departments would eventually have to become part of the new system, but their participation in the process would at first be voluntary.

Asked if this meant he would be co-ordinating five departments and not 14, Mr Marais said: "We have to start somewhere."

He said the education co-ordination service would be headed by Dr Huw Davies, presently executive director (administration) of white education.

Dr Davies, appointed by the Cabinet, was a "creative thinker" keen to effect the change from apartheid education, Mr Marais said.

He would be helped by a group of experts — still to be recruited — who would make up a representative and credible advisory body. The service's strength would lie in its credibility and acceptability.
Move to transform education begins

By Peter Fabricius
Political Correspondent

CAPE TOWN — The 64 Acts which regulate education are to be pruned down to six or seven from April 1 as the Government begins to transform the present 14 education ministries into one central ministry and several nonracial regional departments.

This was announced yesterday by National Education Minister Piet Marais who becomes Minister of Education Co-ordination on April 1, to head the transition to a new unified dispensation. He also announced that an education co-ordination service was being established to manage the transition.

It would consist of a “reasonably small” specialist administration and a “representative, authoritative and credible” advisory body.

The head of the education co-ordination service would be Dr Huw Davies, present executive director of the Department of Education and Culture, House of Assembly.

The advisory body would play a crucial role, Marais said. It would be appointed in consultation with all education bodies, and it would be “virtually impossible” for him or the Government to ignore its advice.
Education revamp by March '94

By ANTHONY JOHNSON
Political Correspondent

THE restructuring of the apartheid education system into a new non-racial regional system should be completed by this time next year, the designated Minister of Education Co-ordination, Mr Piet Marais, said yesterday.

He pledged that the government would draw up a non-racial education budget for the 1994/95 financial year.

Mr Marais told a news conference the introduction of a common statutory, administrative, managerial and financial basis would level the playing field in education and would establish a sound foundation for restructuring education.

"The fact" that South Africa would have to switch to regional education departments "was not in dispute", but this process would have to take its cue from the constitutional negotiations.

He did not anticipate that any jobs would be lost as a result of the rationalisation and restructuring process. It was possible that the numbers of people could be increased.

Mr Marais announced that Dr Huw Davies, the current executive director of the Department of Education and Culture, had been appointed to help oversee the rationalisation process.
‘Sunday school picnic’ threat on school riots

JOHANNESBURG. — The 1976 school riots will look like a Sunday school picnic if the government does not meet the demands by pupils to scrap Department of Education and Training exam fees and improve educational facilities before April 1, ANC PWV education spokeswoman Ms. Cheryl Carolus said here yesterday.

Meanwhile, the DBE yesterday said 30 out of 50 school days were lost so far this year due to protests. This amounted to at least 30% of the matric syllabus.
99 schools closed

NINETY-NINE Department of Education and Culture schools with a capacity of 26,822 were closed down at the end of 1992, according to the minister, Mr Piet Marais. Replying to a question from Mr Ken Andrew (DP Gardens), he said 11,426 pupils had been enrolled at the schools at the time.
New education system

THE Government had no intention of moving into a new education dispensation without involving other interested parties, Minister of National Education Mr PG Marais said yesterday.

Addressing a Press conference in Johannesburg, Marais said while racial categorisation would be done away with, communities which preferred to retain their own cultures, mother tongue and values, had a right to do so. 26/13/73.
EAST LONDON. — Sixteen Congress of South African Students' leaders were arrested here on charges of heading an illegal march yesterday. They were released on bail of R100 each.
Keys lashed for using ERS plan for education

Although more money was provided for education in last week’s Budget, unions in education slated the move by Finance Minister Mr Derek Keys to base his planning on the ERS, an education plan which was only supposed to be a discussion document, reports Rehana Rossouw:

PROGRESSIVE education organisations reacted with shock to the education allocation in the budget, slamming Finance Minister Mr Derek Keys’ use of the Education Renewal Strategy (ERS) to determine spending.

Altogether R22,704 billion was provided for education for 1993/94, 19,2 percent more than last year.

This excludes the TBVC countries’ and salary increases for teachers.

Long term plan
Keys said this year’s allocation provided for the start of the long-term plan propounded by the Education Renewal Strategy, released in January.

Altogether R17 million of the allocation was placed provisionally with the Department of National Education to finance activities closely linked to the implementation of the strategy.

The South African Democratic Teachers’ Union (Sadtu) said they were shocked Keys allocated funds based on the government’s ERS strategy.

“Sadtu was assured by the state president and the national education minister that the ERS was a mere discussion document and in no way implied a formal policy the government wished to apply.”

Lip service
"Sadtu regards the lip-service that Keys paid to the ERS document as a contradiction of the state president’s assurances and another blatant example of unilateral decision-making by the government.”

The union said the education budget increase of 19,2 percent should be seen against the background of the “galloping” inflation rate, which is over 15 percent.

This dramatically neutralised the extra money earmarked for education.

Alarmed:
"Sadtu is most alarmed at Mr Keys’ confirmation that the state is continuing with the unilateral restructuring of education despite the various assurances received from the government,” they added.

National Education Co-ordinating Committee spokesperson Mr Desmond Thompson agreed that the use of the ERS as a guideline for education spending negated the positive effects of an increase in education funding.

"Who does the government think they are, spending the people’s money on their own discorded plans?” Thompson asked.

Undemocratic
“it is quite obvious this budget is a continuation of the undemocratic way of doing things under apartheid.”

Meanwhile, in the House of Representatives last week, teachers’ conditions of employment and service benefits came under attack.

Presenting the main appropriation bill in the House of Representatives, Minister of the Budget Mr Gerald Morale said he was requesting R3 005 million for education —16 percent more than last year.

Improvement
He attributed the increase to costs in the improvement of conditions of service, employer contributions to pension and medical aid funds and transfer payments to the University of the Western Cape and the Peninsula Technikon.

"The salaries of staff comprise nearly 84 percent of the total budget. This means that only 16 percent is available to buy school books, equipment, to pay municipal accounts, transport costs of pupils and to erect school buildings,” Morale said.

"This is a disproportionate ratio and steps should be taken to achieve a better balance between paying staff and other education costs.”
Dissident is gagged at meeting

CHAHOS erupted at an ANC Women's League meeting yesterday when suspended executive members — who were ousted a year ago when they protested against Winnie Mandela's enforced resignation from her post as head of social welfare — attempted to speak to the media.

The confrontation arose during a Women's League meeting called to discuss the issue of holding an AGM to elect a new executive. Since the suspension of the entire executive, the organisation has been headed by a task group.

When Nompu Mvela, Madlala’s spokesman for the 18 suspended executive members, called journalists to brief them, the task group physically prevented her from doing so.

The task group initially denied that Madlala was present at the meeting.

"She's here, but tell her she's not," a task group member told another in Zulu in answer to a question on Madlala’s whereabouts.

The media was then escorted out of the building by ANC security.

A fracas followed when Madlala then attempted to speak to reporters in the street outside the ANC headquarters. [Journalist’s photo]

Security guards — who asked a black reporter why she was siding with whites — also threatened journalists that they would be blacklisted by the ANC if they spoke to Madlala.

The executive members believed they had been unfairly and unconstitutionally suspended, Madlala said. They had a right to put their side to the media.

Govt warned on growing problems in education

GOVERNMENT’S plan for creating a new regional dispensation for a nonracial education system, unveiled last week, would not solve all SA's schooling problems, the Urban Foundation warned at the weekend.

Urban Foundation senior education policy analyst Jane Hofmeyr said that while racial barriers in education were broken down, the discrepancies between urban and township schools and between urban and rural education systems would remain far more significant.

There was no clear information from government on how these "gaps" could be bridged, Hofmeyr said, adding that there was a need for a thorough monitoring system to assess progress on equity.

The ANC’s education department also expressed its concern at National Education Minister Piet Marais’s announcement last week of the establishment of an education co-ordinating service to streamline schooling and overcome its fragmented nature.

At the centre of ANC concern lies the issue of its repeated calls for a national forum on education, where all major stakeholders could negotiate on the way ahead.

If the forum was meaningful, they had to be conducted in a national forum, and not within the context of a state structure, the ANC said.

"The dismantling of apartheid education structures must be negotiated from top to bottom, otherwise the transition to a single national system will lack any shred of legitimacy and will run a serious risk of major opposition from important political and professional interest groups."

GERALD REILLY reports from Pretoria that frustration and dissatisfaction in the teaching profession over salaries and service conditions will explode into a full-blown crisis unless immediate government action is taken to defuse the situation.

This, according to educationists, would be “put on the line” at a meeting today between President F W de Klerk, the Teachers’ Federal Council and the National Professional Teachers’ Organisation who together represent 120,000 teachers.

A major grievance on the agenda is the profession's lack of negotiating muscle and the need for a more democratic and effective bargaining mechanism.

Mandela awaits her appeal judgment

ALMOST two years after she was sentenced to six years imprisonment, Winnie Mandela’s future now lies in the hands of the five judges who heard her appeal in Bloemfontein last week.

A full bench of five judges, chaired by Chief Justice M Corbett, reserved judgment at the conclusion of Mandela’s appeal on Friday.

Mandela was sentenced in May 1991 by Rand Supreme Court Judge M Stegemann to five years in jail for her involvement in the kidnapping of teenager activist Stompie Sepele and three young men from the Methodist manse in soweto in December 1988.

She was sentenced to an additional year of imprisonment for being an accessory to the assault of the four, who the court found had been kept at her house against their will. Steggman found she and co-accused Xoliswa Falati and John Morgan had conspired to kidnap the four young men as part of a conspiracy to oust the Rev Paul Verry from the manse.

Sepele, 14, Gabriel Mekgwwe, 19, Thabo Mono, 19 and Kenny Kgase, 26, were acquitted by Falati, Morgan and Mandela united football coach Jerry Richardson on December 29, 1988 and taken to Mandela’s home where they were assaulted. Stompie was removed from the premises on January 1, 1989 and never again seen alive.

Kgase escaped and Mekgwwe and Mono left the premises after the Mandela Crisis Committee had negotiated their release. Steggman found the four had been assaulted by Falati and others to obtain evidence of sexual abuse by Verry.

Falati was sentenced to six years’ imprisonment by Steggmann who convicted her on all eight counts of kidnapping and assault. Morgan was found guilty of kidnapping and sentenced to a one-year suspended sentence. Sepele was sentenced to death for Sepele’s murder, his sen-
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New principals lead principals changes

TODAY'S WOMAN
American education women are common school level, but are not charge of school principal of a school, they have not the charge of school education. Everyone at St Columba's - as in the broader community, change is the name of the game.

For one thing, the school admitted girls for the first time at the beginning of this year. Now 10 of St Columba's 250 pupils are girls.

"It was a consultative decision taken by pupils and teachers together, and based on the feeling that we need a school that represents the world outside," explains Pym.

"The single sex school does not represent a strange stereotype that is now obsolete," agrees Nulty.

Apart from the advent of a separate physical education class for the girls, school life has continued as usual.

"It hasn't been a big issue. The girls have fitted in smoothly."

The participative way in which they were admitted to the school is typical of the way most things are done at St Columba's.

In her 17 years at St Columba's, June Pym has been involved in helping "board and chalk" methods of teaching evolve into a developmental systems in which pupils actively participate in educational structures.

Currently working to England among other places, before joining St Columba's.

"Education here is experiential and we try to make it relevant and community-oriented. For example, last year we had an Athlone week in which pupils worked in groups rather than classes and looked at the history, ecology, economy and other aspects of the suburb they live in.

"We are hoping to repeat that exercise this year - and expect every pupil to come up with a concrete suggestion on what they can do to help their community."

Innovative teaching methods are combined with a progressive approach to curriculum planning in which teachers are free to teach whatever they feel to be of relevance to their students, and in which pupils participate directly in their education and evaluation.

The approach is paying off. Last year's matrics said they felt their school systems had given them more of a chance to develop as whole people.

"The whole school gets together to look at structures, to evaluate and appraise them," explains June Pym. "It's a developmental approach rather one of control and authority."

The St Columba's approach to education, as in the 17 other schools in the Christian Brothers College network, is holistic, encompassing spiritual and cultural aspects, life-skilling, leadership and physical training.

June Pym: "We have a student liaison body in which past pupils, parents and students are involved - to instill a sense of responsible leadership as well as democratizing the school.

"Our structure allows us to consult instead of being autocratic." As part of this initiative, pupils are expected to run a section of the school's regular assemblies.

Some of St Columba's more famous former pupils include couturier Errol Arendts, poet Adam Small and both the present and former archbishops of Cape Town.

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Still standing with English could follow orders in reverse, warns Lee Dorment
situation in terms of which they will be forced to fill vacant places with pupils, regardless of whether those pupils meet the admission requirements or not. These schools do not know how to handle this particular problem. They are looking for guidance.

We must face facts. With the desperate need in the part of so many pupils in South Africa for a place in school, a policy involving the forced filling of vacancies may well be a solution in part to the overall education problem. My colleague has said that it clearly cannot be the final answer.

It is important in any education structure that certain schools are to be retained as centres of excellence—not as racially exclusive schools, as has been the case in the past, but as nonracial, open schools that serve as models and as valuable resource centres that could contribute effectively to upgrading the quality of education for all. The forced filling of vacancies could break this down completely if it happens overall, but this does not mean that all schools falling under the control of this hon Minister should be regarded as centres of excellence.

Many of the vast number of vacant places in schools in his department must be filled, but how they are to be filled remains a problem. It is clear that this hon Minister must state, clearly and soon, what he believes should happen in this regard and how his department would like to see the situation handled.

My real concern is that schools may start to take this matter into their own hands as is, of course, their right. However, because of a lack of guidance they may take this matter into their own hands and may try to find ways and means, in contrast to the educational needs in this country, of retaining their status quo. [Time expired.]

Mr R M BURROWS: Mr Chairman, the hon Minister must never forget that the State-aided schools we are referring to, were erected and largely equipped with money from the taxpayers of the broader South Africa.

I can quote a list of the percentages of vacant places at particular schools, but I do not want to name these schools, as it would not be in good faith to them, and I believe they are indeed in a difficult position. These are the current capacities in the schools.

I will quote only the first 10 from the list I have:

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<th>School</th>
<th>Percentage Vacant</th>
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<td>47% full, 65% full, 42% full, 54% full, 65% full, 72% full, 44% full and 45% full. These are high school places we are talking about! More than 50% to 60% of the places at high schools are vacant places, at a time when we have a crisis! The DP has condemned the kind of action the NEC is threatening with, but there has to be a response from the Government, and it has to be a broad response, saying there is a willingness to advice governing bodies how to go about filling those vacant places.</td>
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<td>The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, with regard to the hon member's request that I should advise governing bodies as to what they should do in regard to the vacant places in their schools, I can assure the hon member that that is exactly what I am doing. I am giving them my advice, and my colleagues on this side of the House support me in that. We advise governing bodies to make the vacant places in their schools available to the broader community. I believe that we are having wonderful success in that regard.</td>
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<td>We have, however, made a choice for negotiations, for persuasion and against coercion, and we are committed to our decisions. We must now practice what we preach. We cannot be selective in the application of our decisions. I am satisfied that at this stage it would be unwise to take action against schools whose facilities are not fully utilised. I do not intend doing so in the immediate future. It can be expected that when the transitional phase is over—that is very important—the present trends will bring about an even more accountable use of facilities. That is what we intend doing in the coming year, the year starting tomorrow.</td>
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<td>Change in education should be a process. I want to emphasise that. It should be built on negotiation, not on a revolutionary turnabout which only sets meaningless reform back because of a hardening of attitudes.</td>
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<td>I want to tell the hon member that he must bear with me in the financial year that lies ahead, because I believe that this year we will really succeed in bringing about fundamental changes to the matters which he is concerned about.</td>
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<td>Debate concluded.</td>
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University of Natal: affirmative action

Mr A GERBER asked the Minister of Education and Culture:

(1) Whether a policy of affirmative action is being followed by the University of Natal; if so, what does this policy comprise?

(2) Whether a racially based quota system is being used in respect of the admission of students to the medical school at this university; if so,

(3) whether Black students get preference in respect of admission to this medical school,

(4) whether admission to this medical school also takes place on the basis of a scale of marks; if so,

(5) whether any Black students were admitted to this medical school this year at the expense of other students who had achieved higher marks than they had; if so, what are the relevant details?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, because the expenditure through factors such as the extent of the rural areas, the pupil increase in a given year, the extent of preparatory education, the cumulative years of service and the qualifications of teachers, the relative point of progress in respect of rationalisation criteria, brings about a situation in which the per capita expenditure for the different provincial education departments is not identical,

(2) (i) and (ii) the expenditure for the different provincial education departments for the 1991-92 financial year was

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(2) no, not within the present dispensation, but in the transition to a regional system a new dispensation will inevitably be established through negotiation. This is therefore also something which must receive attention in the coming year.
appeal against the conviction, it was never proceeded with. The media coverage this incident received caused embarrassment to the Administration.

(ii) It was alleged that he was under the influence of alcohol on 28 October 1988 whilst on duty.

(iii) Certain revelations were made during the James Commission of Enquiry on, inter alia, allegations of this involvement in electoral fraud during the Tongaat by-elections of the House of Delegates.

(b) Mr A K Mohamed: Control Personnel Officer.

(2) Yes. The officer made representations for the payment of his full emoluments during the period of his suspension for which provision exists in terms of Public Service Regulation A25.1 (b) (ii).

(b) R143 843.

(3) The question of the officer's reinstatement and/or other actions contemplated against him are under consideration at present.

New questions:

Musical instruments: importation from India

*1. Mr M RAJAB asked the Minister of Education and Culture:

(1) Whether her Department is investigating the alleged importation of musical instruments from India without proper authorization; if not, why not; if so,

(2) whether this investigation has been completed; if not, why not; if so, what were the findings;

(3) whether she will make a statement on the matter? D115E

HOUSE OF DELEGATES

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes. My Department has completed its investigation on the matter.

(2) Yes. The Department's findings revealed that no musical instruments were purchased for and on behalf of the Department.

(3) Yes. Should the need arise in the future to purchase musical instruments, the usual State Tender Board procedures would be followed.

Overseas tours: hiring of vehicles

*2. Mr A RAJBANSI asked the Minister of the Budget and Auxiliary Services:

With reference to the reply by the Minister of Foreign Affairs to Question No 2 on 3 March 1993, what was the total amount debited to the Administration: House of Delegates for costs incurred in respect of the hiring of vehicles for the members of the Ministers' Council referred to in that Question, during overseas tours undertaken by them since 1 January 1989? D121E

The MINISTER OF THE BUDGET AND AUXILIARY SERVICES:

According to the records maintained by the Departmental Accountant, an amount of R55 720.27 has been debited to the Administration: House of Delegates for costs incurred in respect of the hiring of vehicles for the members of the Ministers' Council during overseas tours for the period 1 January 1989 to November 1992.

Chatsworth: protest against principal

*3. Mr N SINGH asked the Minister of Education and Culture:

(1) Whether any parents of children at a certain school in Chatsworth, the name of which has been furnished to the Minister's Department for the purpose of her reply, lodged a protest against the principal of this school recently; if so, (a) when and (b) what are the details of this incident;

(2) whether her Department has investigated the matter; if not, why not; if so, what were the findings;

(3) whether any teachers on the staff of this school ganged up against the principal; if so, what are the relevant details;

(4) whether the conduct of these teachers has also been investigated; if not, why not; if so, what were the findings? D123E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) 15 February 1993

(b) Picketing of the school and placard demonstration.

(2) Yes. The principal's management strategies were unacceptable to the staff.

(3) The majority of the staff complained against the innovations introduced by the principal.

(4) No.

No official complaint pertaining to the conduct of teachers against the principal was lodged with the Department.

One formal complaint alleging victimization of a pupil was received from a parent. Mr Selvan Naidoo. Departmental officials met Mr and Mrs Selvan Naidoo on 18 March 1993. On the same afternoon, Superintendent for Management, Mr G V Naidoo visited the school to inform the Acting Principal that the pupil, Megandran Naidoo would return to school on 22 March 1993, after a period of a short illness.

The pupils are engaged in controlled tests at present. A full scale investigation in respect of the alleged victimization of Megandran will be conducted in the new term.

Early retirement of official

*4. Mr G MARI asked the Minister of Education and Culture:

(1) Whether a certain official, whose name has been furnished to the Minister's Department for the purpose of her reply, applied for early retirement recently; if so, (a) when and (b) on what grounds;

(2) whether his application was successful; if not, why not; if so, when is this official due to retire;

(3) whether this official is to be re-appointed in her Department in any other capacity; if not, what is the position in this regard; if so, (a) why and (b) in what capacity?

D124E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) 13 January 1993

(b) In terms of a Departmental circular inviting applications for early retirement in response to Cabinet's directive for a 5% cut-back in State expenditure.

(2) Yes, with effect from 1 May 1993.

(3) No

(a) Falls away.

(b) Falls away.

Promotion of Indian languages at schools

*5. Mr A RAJBANSI asked the Minister of Education and Culture:

(1) What is the policy of her Department in respect of the promotion of Indian languages at schools under its control;

(2) whether she or her Department intends

HOUSE OF DELEGATES
changing this policy; if not, why not; if so, (a) in what manner and (b) when;

(3) whether she will make a statement on the matter?  

The MINISTER OF EDUCATION AND CULTURE:

(1) General Policy

The policy for the introduction of Indian languages and Arabic, with effect from January 1984, is clearly set out in Paragraph 5.2 (pp F5 and F6) in the Principal's Handbook. In summary the policy is as follows:

The initial choice between an Indian Language and Cultural Studies rests with the parent/guardian of the pupils concerned.

The institution of an Eastern language teaching unit at the Std 2 level in a school in any year shall be conditional on:

(i) A minimum of 15 pupils being enrolled for the language chosen; and

(ii) A teacher for the language chosen being available at the school concerned.

If there is a viable demand for an Eastern language, but a teacher is not available at the school, the principal may arrange to engage the services of a part-time teacher in consultation with the Superintendent of Education (Management) for the school and Staffing Section.

With the appointment of Language Promoters the responsibility for approving institution of teaching units and the appointment of part-time teachers are handled by them.

(2) (a) and (b)

No, in respect of the following policy issues:

The policy in respect of the following will not be changed in the immediate future because of their relative effectiveness in promoting Eastern languages.

Size of teaching units

Where economic units cannot be established class sizes of 7 pupils (and in some special cases even lower) will be permitted.

Use of part-time teachers

The use of part-time teachers will also continue although it is preferable to have academically and professionally qualified educators.

Rate of payment

The present rate of payment will be retained to ensure that we do not lose the services of these teachers in the course of the year.

Yes, in respect of the following policy issues:

Giving Indian languages a more curricular-based identity:

Over the years, Eastern languages had acquired a more culture-oriented identity. The result was a general approach that stressed both culture and language competence, often to the detriment of the latter. Pupil motivation often tended to weaken with each passing year.

Therefore, serious attention is being given this year to the task of ensuring that Eastern languages are given a curricular-based identity. This is a matter of great urgency as an educational language policy is currently being discussed nationally in preparation for a revised curriculum for a unitary education system.

(3) Up till 1991 class units for Eastern languages were constituted and commenced within the first month of the school year. In 1991 creation of class units continued well into the latter half of the year. This was:

— educationally unsound in that there was no possibility of uniform syllabus coverage for all pupils;
— organisationally disruptive to the school;
— detrimental to the image of Eastern languages as a subject in the curriculum as no other subject was organised in this manner;
— fiscally irregular in that funds could not be accurately budgeted.

The accelerated creation of class units will minimise the consequences noted above. Nevertheless, adequate time was allowed to Language Promoters in that the task of creating class units was extended into March. The effectiveness of this policy can be inferred from the fact that as at 13 August 1992 the Department had employed 460 part-time teachers of Eastern languages. The number projected for 1993 was 511 part-time teachers. But, as at 24 March 1993 the Department has employed 644 part-time teachers for the 1993 academic year. The pupils in charge of these teachers are thus guaranteed at least three full terms of instruction in Eastern languages.

State financed dwellings: hardships

6. Mr G MARI asked the Minister of Local Government, Housing and Agriculture:

(1) Whether he intends introducing legislation to regulate the short-term assurance industry if not, why not; if so, (a) for what reasons, (b) when and (c) to what extent will such legislation amend existing legislation in this regard;

(2) what (a) persons and/or (b) bodies have been consulted in this regard;

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

The MINISTER OF FINANCE:

(1) (a), (b) and (c)

The insurance industry is presently regulated in terms of the Insurance Act, 1943 (Act No 27 of 1943). Due to the fact that this Act is outdated and in need of reform it has been decided that draft bills to regulate the short-term and long-term insurance industry should be formulated to replace the Act.

(2) (a) and (b)

The representative organisations of the long-term and short-term insurance industries, academics and other interested
Discrimination in education: call for change.

Education Report

Go to upgrade black education.

The NECC's report, made by the education department, found that the teacher/student ratio in the country was too low to provide a quality education. This led to a call for upgrading the education system.

NECC's report also highlighted the need for more funds to be allocated to education, especially for black students. The report recommended the implementation of a new funding model that would prioritize education and provide equal opportunities for all students.

The NECC also recommended the establishment of a new board to oversee the education system, which would include representatives from various stakeholders, including teachers, parents, and students.

The report concluded that the government must take immediate action to address the issues facing the education system and ensure that all students have access to a quality education.
Govt set to upgrade black education

Education Reporter

A total of R792 million will be spent on building schools and additional classrooms for black education, said Education and Training Minister Sam de Beer yesterday.

A total of 311 new schools would be built and a further 500 classrooms would be erected at farm schools, which will receive improved subsidies.

The allocation will also cover the building of five colleges of education, one technical college and the upgrading of old and vandalised school buildings.

He said the Department of Education and Training (DET) would spend R30 million on furniture for new schools and classrooms.

A total of 6559 new teaching posts had been created this year with an additional 947 administrative posts and 394 subject advisers' posts.

DET director-general Dr Bernhard Louw said the number of black pupils in DET schools had increased by 1.9 million since 1996.

Louw said the DET would increase its subsidies to farm schools.
NECC Threatens to Disrupt White Schools
Boost for black education

Own Correspondent

JOHANNESBURG. — The government yesterday announced a major development programme, including R792 million for new classrooms, in a bid to combat the disastrous state of black education.

Education and Training Minister Mr Sam de Beer stressed that the package only represented government's share. For results to improve, the commitment of teachers, pupils and parents was vital, he said.

DET director-general Mr Bernhard Louw said the R792m would be spent on building 6,156 classrooms at 311 schools. This money would also be used to build 500 classrooms at farm schools, upgrade old buildings as well as plan and build five colleges of education and a technical college.

He said 0.8 million books were delivered to schools for this school year.
New facilities at blind school

THE simple pleasure of reading a newspaper will be one of the new privileges blind children at the Pioneer School in Worcester could enjoy in future.

This was announced at the opening of new and modernised facilities at the 112-year-old school.

Pupils will use braille newspapers and encyclopedias.

The school has spent more than R2 million upgrading its facilities.
NECC threat to white schools

By Sonti Maseko and Sapa

The National Education Co-ordinating Committee warned the Government yesterday it would launch "the mother of all mass actions", which would paralyse white schools, if by tomorrow it did not address urgent demands to end the crisis in black education.

At a Press conference in Johannesburg the NECC Southern Transvaal region presented demands calling on the Government to consult with its education partners or face mass action.

Unilateral restructuring

The demands are:

● An end to the unilateral restructuring of the education system;
● The suspension of examination fees;
● The reopening of negotiations on salary increases for teachers;
● A stop to unilateral closure of schools and colleges of education; and
● The urgent establishment of a negotiating forum on education to deal with the crisis.

The NECC said it was concerned that there was a lack of concrete progress by the Government to implement changes to the apartheid education system despite numerous talks and appeals to education authorities.

"Since the beginning of 1993 we have begged, demonstrated, petitioned, appealed and negotiated with every decision-maker in the DET hierarchy, including President (FW) de Klerk, but to no avail", general secretary of the NECC Mr Amos Msane said.

Disrupt white schools

The Minister of Education and Training, Mr Sam de Beer, said it would be a sad day for South Africa if the NECC were to disrupt white schools to protest the restructuring of education.

"In places, education looks more like a war zone than a haven for education," he said.

"These places are characterised by uncompromising demands, threats and intimidation tactics," De Beer said.

De Beer warned that too many school days had been lost already. If secondary schools which had not yet settled down to work could not do so immediately, there would be little hope of success for their pupils this year.