

DichSSSIDN 919:1 FOR THE ANC ON EDUCATION PUCfcvff'

PART'A

## INTRODUCTION

The ANC'S Draft Bill of Rights says:

'Primary Education should be free and compulsory with Q School" leaving age of 16. The right of- .Qccess to pre-schools, secondary 1 schools, vocatinnal, higher educQtinn, adult llteracy tralnlng and( further education should expand progressively'.

.wq ..V..mr \_\_, , , . 1117.1 .w ., ....

The Draft 3111'51- F'ighteief. hut nrqanlsatlun reflects our LQHEEFH'T for educatinn and re-:aniees that edu-zat-ien is in Q state uf crisis.

71'."

we need to understand that uzr-ieis Better, 11: ruuts and thQ Cnnsequencee Uhth have :f-011\_nwed fr.om it. .Thie way .we will be able te ta-zkle thQ huge task of develuplng a anpletely new .1\_, education syQtem. , -Me;canngt suggest puliu:ies for Q new educatienT-m system ifxueydegnetgkmng what the real prablems are, But we must also be sure that our eaplanatlun hf 7thre preblem 15 based on the experienczee and the analyzeis Hf dur membership and the communities which they come frnm. There are many explanations of the crisis. Even the state recegnieeee that there is Q crisis in education and aggeeggwith us about.seme ef its elements. And so too de many capitalists and their organisations. Can we rely en the explanation of ether 50 called experts, including \_ grganisatiQnSQQQpEesthing capital, the state and internationQIQ agen-ies"like'the HOFld- Eaan They all have particular explanations and solutlune to mffer. The\_se salutinns will the N long term censequences. fnr the reehaplng .of educational policy in 'ggg our counnywa mewneed.;te- evamine\_and- to understand the strengthe ..;\_;W and weQHQQSQEQef these eplutiene, and understand them in relation 24;- to the interests Of the people of South Africa as a whole. In this way we do not fall lnte the trap Of accepting solutions which wlll lead us interagjgrther crisis the years ta come.

:1? THE? IMPORTANCE- DF DISCUSS ION

He must het pretend that we 1;.Qh solve Q11 \_the prnblems in A, education evernight.w :Tth. is why\_lt wll\_l be Q vital lmpurtancelf' that there is evteneiye dISuUE in\_n :uf the ideQ whluh are put " fnvward in this paper. The prexwe uf clic 4-:ueeinh will 1:1Qrify the me

leeuue fDr us further. It must Develo strategies eelve the  
 prDbleme which we face in creatlng a new educational system in  
 which the perle '35 a whDIe-wl4l hayelmade a\$chtrlDDtIgnig;Jmtg  
 means that the discussien Df Dur educatiDn leiciee must take  
 place in varieue Terume. These include:  
 %In DUY branch and regiDnal structures, in our National Congress  
 and in ether CDmmittees which are chcerneD with policy making  
 fer the organisatiDn.  
 %It muet De Discussed in organisatiDhe Dhith are our allies,  
 such as COSHTU, the SHEP, and DrgahieatiDns in the education  
 mDvement, such as the NECC, DDDTU, UDUSA and student  
 organisations. . ; lll: .n\_ ;n;; , H\_3 1.;d4 lll  
 %It muet aleD take place in CDmmunity based organisations such  
 as lD me D\_yDDth-aDD civicearganieatiDner; g! -  
 #Ne must De\_ prepared tD Diecuae. DDr\_ pullDlee.wlth ntth 1 . .3  
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 But Dur main veepDheibility 15 t0 start the DiscussiDn in the ANC  
 a5 a whDl.e.. In that way we wllL Denim the prDcees Df mDDllielng  
 for the acceptance Df Dur pnlllle: 1 :the CDuntry and fDr .the  
 reshaping Df Dur eDu-:atlDn eyetem. 1  
 The ideas whi-zh- are put fDrward here must .De. underetDDd tDl1  
 represent a BFDAD FRAMENDFP fDr the leiuiy Dle-uesluhe lD .the  
 DrganieatlDn. They ar;e nDt a Blueprlht.l HleD, this durument Dues  
 nDt pretend t.D understand 5.11 the experieh-es.nf t\_he many  
 :c-hstituencllee in which the HN- le represented. We Fian that 1  
 there 15 a vast CDlle-:tive e 4Derlehcie lh Dur DrganisatiDn abDut  
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 that exper..len-'\_e- and \_DD .12leDr analyele.-  
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 We must rhstahltly Dear l.D mihD the relatlnhehlp between \_he ,\_  
 eduuzationngllciee we wish\_ tD aDvan-ze and the Dther- pullvle5 Df  
 the Drgahisatlen.. lh partlLular we uzanDDt remDve lDeae aDnut '  
 educatioh- frDm. Dur pullLle LDhLerhihD the. pulltlral ahd  
 censtitutlDh\_al etructure\_ Df the -;DDDtry., We. have pnllLlee about a  
 future E'Dnetitutlen, aDDut an INTERIM DOVDFNMENT and a LDNSTITUENT  
 ASSEMBLY. 1,11M;\_1  
 Bur eDuLatiDn pD Lllclee ehDu1D aleD relate to Dur leitical  
 leiciee Be that the policies of the Dvganieation a5 a whole are  
 CDneistent and can be given leitlcal euppDrt.  
 In the same way our policies in education cannot be separated  
 frDm the ECONOMIC pDl1clee of the Drgahieation and its allies. We  
 Ianw that we ha\_ve pull-lee whl-zh .are Lnncerned with restruLturingt\_\_  
 the wthe- Df the bDutD Hfrl-an ecenumy., We are LDhLerned with "'  
 the gerth Df. the eCDthy through redistributluh and with the  
 development of the DEDp-le Lu-f South AfrlLa, whll-h we Lall HUMAN  
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PART A

INTRODUCTION

The ANE'S Draft Bill of Rights says:

'Primary Education should be free and compulsory with a school leaving age of 16. The right of access to primary schools, secondary schools, vocational, higher education, adult literacy training and further education should expand progressively'.

The Draft Bill sets out the rights of every child to a free full-time education until the age of 16 in a state of crisis. ... , ML \_:

There is a need to understand the current situation better, "its focus - and the consequences - of the current situation. This way we will be able to tackle the task of developing a comprehensive education system; We cannot ignore the 11-21 age group a national education system if we do not face what the final problem is.

But we must also - 50 years - that the national plan of the future based on the principles and the analysis of the membership and the committees which the government formed. There are many explanations of the crisis. Even the state committee that there is a crisis in education and agreements with 50 different groups of its elements. And 50 to do many appointments which the government has made. Can we rely on the explanation of the 50 named experts, including the organisations representing capital, the state and international agencies? They all have partial views.

Our plan should be to set up a committee. The committee will have a long term responsibility for the development of educational policy in, the future. We need to evaluate the current situation and the strengths and weaknesses: of the current situation, and the development of them in the future - to the interests of the people and the social affairs as a whole. In this way we do not fall into the trap of the things which will lead us to a further crisis in the years to come.

THE IMPORTANCE OF DISCUSSION

We must hope that the committee will have all the future in mind. The committee's work is vital importance that there is a right to a full-time education for all children and young people. The committee of 50 will have a further

issues for us further. It must develop strategies eelve the problems which we face in creatlng a new edu-zational system in which the peeple V\_as\_ a wh5le\_will have made \_a centrlbutlun. Thl: means that the discueeieh 5f nhr edu-atlnn pullule must take place in varieus forums. These inuzlude:

%In our branch and regional structures, in our National Cenqrese and in ether committees which are cen/e#ned with pelicy maklng fer the organisation.

%It must be niecuseed ln ergan155t155515515h are our allies, such as CUSATU, the SAEP, and erganieat15ne in the education mevemnt, such as the NEED, bADTU, UDUSA and student organisations.

iIt must also take place in

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as in wemeng yeuthh5nd r111 5rganleatlhsi; ;

ergieations such

:We muet be preparedh IISLJESIHUY pn11:lee wlth 5t

11tlral 5rganlsatlhne, to debate them and tfidefend thel

policies we put forward. 'l

But eur main respensibility 15 tn start the dieuzuesien ln the ANC as a whqle. In that way\_ we will begin the process 5f mub11151ng fer the arceptance 5f Gur pull-lee ln the Luunry ahd fer lhe reshaping of our edu-atlun system.

The ideas whiczh are put fnrward here must be undereteed t5 represent a bPQAD FRAMEWOrR fer the peliuzy dlsrusslnhs ln the organisation. They are hat a hluepriht: A155, this duuumnt dJeeewqmu net pretend t5 understand all the EapeFIEHLES hf the mahy :'

'nnstltueh-lee in which the ANiE 15 repreented. We Finew that there 15 a vast :ulle-tlve eaeerlehue lh eur nrganleatlun about edu-zational and ether issues and we must Duld eur pn11Lle5 uh that EVperleh-e and nnuuleer analy515,

EoucaTIBwnFatic113.egg.2&461a16ru.UthR;PULit:;%-71"

We must cnetahly hear in m1nd the relatluhehlp betAs

education p011Lles we wlsh t5 advanLe and the ether pollLlee 5f the organi\_uar we Lahntt remeve ideas about

educatieh lm \_ -enuernlhq the pulltlral 5nd .

censtitutlt :Aestructure 5f the 'xuntry.' we have peliLies about 5' future Den\_ xtutluh; about an INTEPIM bDVtPNMENT and a LDNSTITUTENTAL ASSEMBEYew:5\_ ,

Our education pelicigs 'eheuid 5155 121111 to 55? political

policies 55 that the policies of the organisation as a whole are

:eneistent and can be given p511tlcal support.

In the same way our policige 315:555c5t155515hh51 b5 separated from the ECONOMIC peliLlee 5f the erganis ation and its allies. We thew that we have p511Lles whch are tencerned with restru-turlng the whale of the :uuth HfFl'an ecennmy.t we arej en-erned with the grnwth of the eLonumy through Vedletrlbutlun and with the

"whluh we Tall HUMAN

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THE DEVELOPMENT. Where educational policies are closely related to the education policies which we must develop. The development at a new educational system will not by itself solve the serious crisis in our country. That is why educational policies must be a part of a package of policies which deal with economic development, the political system and social policies as a whole. THIS PAPER WILL SET OUT THE FOLLOWING:

a. an explanation of the symptoms and the deeper effects of the education crisis. (PART B) -

D. The Aims of a new Educational System. (PART u) thw.

c. Examine some Policy Suggestions. (PART D)

d. Suggest some short Term Strategies. (PART E)

e. Finally, we will point to some educational challenges. (PART F)

#### THE EDUCATION CRISIS

To understand the crisis in education we must understand both the immediately visible symptoms of the crisis and the deeper effects that crisis has resulted in. By the symptoms we mean the facts of the crisis which we can see daily. This includes such things as the lack of schools, the lack of books and other resources, the overcrowded classrooms, unqualified teachers, the low level of literacy and numeracy in South Africa and its effect on the wages and work of workers, the vastly inadequate education facilities in the rural areas and the way in which women are discriminated against in education.

One of this is linked to a racist system in which a small and privileged minority of our society controls the bulk of the funding and other resources in education.

The deeper effects of the crisis are not immediately visible but we must understand them. They include the destruction of the will to learn among some youth and the rejection of education, the wasting of the human potential of our society, the effects this has had on the economy and the great deal of confusion even emerges as to how to take matters forward.

We will examine both these - the immediate symptoms and deeper effects of the crisis in turn; ., -

ITHE'EYMPQNS OF THE ERISIS.

Most of us hEVe eame'cehcrete knmwledge and experience of the crisis lh education.' Here we wiil-eniy eutline same Of its most DDVIOUE aepects. Theke eculd be others wnch we do not refer to and you Eah bulld-gh the picture \$hlch is DutliDQd here. 'what are acme of the main immedlate effecte: iaee everleaf)

%1. The eevere Shortage uf F%ceaUHuQL'Tatlilitiee in'eurv cmmuhltlee and lte elfec 5.

%3f The'critltai Eh%taqa hf ECHOdLb-andtherchwded:w classveoms. h" H h ' W

%b. lthe LHEH UFWTEX\$EUJaEhEHe-other learning vesourcee including secrt an: recreatlhh facilities.

&4. The high DRDP-DUT HeTtb ih cur acneelee.

%5. The high FAILURE EQTES of our matriculahte and our univefeify students. g\_.

%6. The DISTRIBUTION OF SLHOULS in a way as t0 bring them under the control of the bantustane.

%7. Unquallfied and pearly trained TEQCHERS.

i8. The low levels of LIFERALV HND NUMERRCY ih Eeuth Rfrica.

%9.\_ The absence Of QDULT Eputmrlam facilitiee.

%10; HThehater base e? l&HlNlN6 wdrkere reeeive.r

%11.e'fhe DufeaQCVBtlc; lhefficient end corrupt

vhf,THi DtEEeH cumaeuhemtes UP HHifc91513.www

These problems have resulted ln deep raeted and serious consequences fov the educatimh Eyehem aseawhale. Ne mustm understand theee GEEDEF'COHEEQUEHCES of the CYiSiS in aursstruggle ta create a new education system. what are some of thesee NV 4 consequengee?

1. FiGaHES UF5SHGEThaEs'by EHVEEDHY.tSEE THE'JSTRTISTIERL'

QNNEKUEEi T8 THrstQEUMENT; . 92' -- -, " .-

Even capitalist: redbghiee4th15 pfoblem; The'Ehalrman Of Barlew Rand, one of the iergeet cemhahies in manufacturlhg sector of the ecenomy has said that: '

xthe single most limlting factor ln the full Eevelepment Of Seuth Africa'e economlc patentlai 1195 ln the endemic and grmwlng shertage ef ehllled peaaie at all Levels, earticularly ln the technical ffield". Flnaclax Tlmes luxy/91.

It 15 generally agreed that. at the end HHH LrHated H maJHr problem  
Hf 51:1115 ehHrtagee HHH that f'hae. haH'H legative effect Hn the  
HCHnHmy; we wean have tH UHL ;t&nj the meaning Hf Hur ecHhHmic  
pOLiCIES as they ATTE': t the HT :111e Hevealment HH that  
eduszatiHhal\_ leic:1He czah 1 113 xtdihgly we will deal,  
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F'Hl 113/. I '

1.3 This heglea:t and Hertruutiah -:wf the human thehtial by  
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behing nzhangee in the erld HCHnHmy and with the erH efficient  
ways Hf vaahleing erk. The bHch Hfrlc23n HCHnHmy wHuld have tH  
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syeth which has a Cmel9t91) diffeant aperH-zh tH thH  
devealment Hf the human thential Hf SHuth AfriLa. ThHee changes  
must be based Hn particular strategies in educatiHn, in reseath  
and tHchnongy and in the devealment Hf markets for gHHds. The  
present education system is inadequate 1H? these purpHees and is a  
barrier tH the devealmeht Hf the human HHtential Hf the FPUWtYY-,  
1.4. In addl\_tihN to this, because Hf the HHHr quality Hf their \_  
educatiHn,"erkeve are Hften the vLltlme Hf new teuhnHlnqy HnH are'  
replaced by it. ln that way tHH the thential Hf GUY LHuntry 15' H  
severely reduced.

## 2. DESTRUCTIDN UP THE LERHNINH tNVLRUNMENT.

Over the last 15 years, in partiLular, there has been maSHive'  
prHHitiHn tH educatiHn. ThHueande Hf students and cher peopleiH  
have made sacriflcee and have died in the struggle tH build a new  
HHHthy and a new educatlHh system. Buthhe etruggle has th been  
withHut :Het. Students have Stayed away fer echHHl er lHng  
perine of time, and have fHught standing battles with the army  
and peliLe. This has led tH a gradual but definite erHeion Hf the  
need to learn \_ a feeling that HduLatiHn has he value and that the  
eituatiHn is withHut the. It hH:- HeetrHyed the will tH learn in  
many students because, ln admltiHh, the system Hf educatiHn dHee  
nHt ensure access tH H iju It has meant that a whele generatiHn  
Hf the yHuth Hf this country have ngwn Hp believing that  
education and learning 15 Hl NH value. This attitude is  
undeetandanie but lt\_ie wrung and lt will tHi H a thg time tH  
CHvrect-., I " 1

EducatiHhal poi 1::iee will have tH be HHVHlnHed whiLh have the  
CthidenLe Hf s:clety, ln whiLr the yHunH :ah participate and  
whiLh brings new the tH the theueahde Hf yHuth whH have been  
ViLtimieed by the apartheid eHuLatiHn system. We will have tH  
struggle to bflng a new reepc t TOT learhlg and er eHucatiHn,  
er tHH lthltutlHnS Hf learh\_hg ahdeHr the'diselp1lhewwhich  
these will demand.\_ I ' ': "i

## 3. lMEQLANLh HETNth HIHDTmil LUNlVEESiLY) HNQHTEHHNIHAL\_VL EDULATxuN. - . ' 1 1 a

The Apartheid eyHtem gave rieee to a patticul3r'kind Hf educatiHn  
system. FDY example,during and after the 196015 qtribaly HF  
-51..

lbueh :3llegeH werIe eetabliehed. H great deal Hf Huncathhal  
rHHHur::eH were Hlaced at their Hie HHHal tH HHVHIHp the cHureeH and  
HHrHHnnel neazeeearY tH HuppHrt the ideHngy and inHtitUtIHne Hf  
Hpartheid.I Theee univHrHitiHH becamH the main rH-zruitiHg ngundH  
va the admlhletratiHh Hf Heartheizj lthltHltiHhH - --thH Bahtuetahs,  
the Tri-caeral HyHtem, thH HducatlHh HyHtem ltHelf, etc; lThe '  
universitiee fed lthtH the glgahtl: :dmlhletratlx BureauCracy Hf  
apartheid and trIaineH peHHle TOY lt.\_ MH12h lHHH emphasis has been  
paid tH the training Hl HnHlHHrH, tEChHlZiaHE, ngiculturiete,  
medical Had healTh perHHhhel Htc. wIHTlDTlLD LFH EMPLOYMFNT IN 1  
CENTRAL HUVERNMENT. 1 17 1'151- 11

The same pattern applled at the Hu:hHHl level. Here tHH, Very"  
little emphasie was placed HhI the develHHmeht Hf abilities in the  
chienLeH and lh mathematlLHl Uhly a very Hmall perLehtage Hf  
HtuHHntH ehrHlHd lHr IHF HHHEHJ mathematlce andI science CHUYHHH in  
15H"1 QUESTiuNSN

1. DH yHHWHgfeH'Qith the HymHthH HH'Hutlith lh-the'dchmeht?'
2. Hre there chere that yHu thiHllarellmpHrtah and have.been  
19 11, nut' Please adda' : ' "1 11-h
3. DH yHu agree with the CHnHequeHCHH He set Hut here? If Hht  
why? What HH yHH think have beeh the LHnHequencee?
4. What have been theI CHhHeqneh-e ln yHur area and in yHur brath  
memberehlp .- .

T'HHggeetHd'time: (30 mine)

PHHF C.'

1 HHH EDHHHTIDNHL'HIMH;

we have tried tu.uhderctahd the main elemente and the deeper  
effects Hf the eduLtiHh Lrieie. th we have tH bhild a new ,sw  
eduLatiHnal system. TH dH that we must establish HHme erad aims  
Hh which tH base Hur educaItiHh system. These aims mus t be linked  
tH Hur thg-term, medium ahd HhHrt- term pH11-21HH. AH the HNE we  
bear a huge\_ reepuhelDl1lty thut erwarH ideas tH HHlve thei  
C'f'is 18.

we must TECQQHISE that the problemt we faLH are d eePLY rHHt'ed- lang  
HHLthy. It will tal e a lHHH tlme tH wipe them away.- That mHlanS  
that we have tH have a lHng- term g-mal THr the reanHtructlun :Hif.  
HduLatiHn and we muIet Het OUT p\_Hl1LleH hHw which aLhieve Hur  
lHngHterm gHale.1 That HHHH nHt mean that we muet HlHlay HhHrt and  
medium term strategies. OU: HhHrt" term Hstrategiee must drive 'n-  
tHwardH Hur,lHng-term gHHla and aims. I



I \_\_\_\_\_

It is generally agreed that apartheid has created a major problem of skills shortages and that this has had a negative effect on the economy. It would have the immediate effect of the enrichment of the enemy's position as they effect the enrichment of the development of the education system. It will be developed accordingly. He will deal with this in the next meeting when we refer to the Aims of Quint F' Ciliizy.

1.3 This hegemony and the truth is that the human potential is by .. apartheid has contributed to the inability of the South African economy to compete in the world market. The enemy has fallen behind: changes in the world economy and with the more efficient ways of organising work. The South African economy would have to undergo fundamental change and restructuring for it to be competitive. That process of restructuring is not to be separated from fundamental political and social change and an education system which has a completely different approach to the development of the human potential of South Africa. These changes must be based on particular strategies in education, in research and technology and in the development of markets for goods. The present education system is inadequate for these purposes and is a barrier to the development of the human potential of the country. 1.4. In addition to this, because of the poor quality of their education, workers are often the victims of new technology and are replaced by it. In that way too the potential of the South African labour force is severely reduced.

## 2. DESTRUCTION OF THE LEQHNINH HNVLRUNMBNT.

Over the last 15 years; in particular, there has been massive opposition to education. Thousands of students and other people have made sacrifices and have died in the struggle to build a new society and a new education system. But the struggle has not been without cost. Students have stayed away from school for long periods of time, and have fought standing battles with the army and police. This has led to a gradual but definite erosion of the need to learn - a feeling that education has no value and that the situation is without hope. It has destroyed the will to learn in many students because, in addition, the system of education does not ensure access to a job. It has meant that a whole generation of the youth of this country have grown up believing that education and learning is of no value. This attitude is undeniable but it is wrong and it will take a long time to change. - Errexit. ' v H

Education will have to be developed which has the foundation of self-reliance, in which the young can participate and which brings new hope to the thousands of youth who have been victimised by the apartheid education system. We will have to struggle to bring a new renaissance for learning and for education, for the fulfilment of learning and for the development of which these will demand. ' '1 ' w

## 3. INHUMANITY BETWEEN EDUCATION (UNIVERSITY) AND TECHNICAL EDUCATION. "w- . . . . I

The Apartheid system gave rise to a particular kind of education system. For example during and after the 1960s tribal or #5...

Tbueh? ceVlQlegee were eutet112hm .VQH great deal of educational ' reeuurazee were plax:ed at their allhuae1 tu aevelup the Cuureee and' 1 persnhnel he-zess\_ary tn euppnr1 ln:'ldenluy and instituti-ene of Hpartheid. These unlverelt'"h became the main recruiting greunde1 fer the admlh15trmtlnh Hf Hesrttelj lretitutlune - the-Bahtuetahe, the Trin-zameral eye tem, the edur"luh Syetem lteelf,'etc. The universities fed lhtm the gm.gahtlc admihietrative bureaucracy of apartheid and trained pecele for it. Much less emphasis has been paid tu the tralh1hq ol H01F3LYE, technicians, agriculturiete; - medi-zal agd\_ health PEFbunhnlrut. JSTHTISTIUS UUR EMPLOYMENT IN'-' IZENTF'QL BUVEPNMtNT. .

The same patterhVebblled at the eLheul level; Here tue, varyi-H little emphaele wae plaLeu OH the development ef abilities -in -the :lencee and lh mathematlne. Only a very small perLentage OU ' :tudente enrolled fur nr paeed mathematlLe and science ceurees in their matrluulatln elamalhatiohs. :

PH.VH: . ,

15

VHIUUESTIUNS'

1. De 90G 3Qlee with the SymPteme ae'UUtlined'in the document?

3' AYE there nther:\_that yuu thlnl EYE IMDDrtant and have been left uut' Please Vadd.z ' " '-':w - L.

3. De you agree with the coheequences as set out here? UIf-net why? What me you think have been the cehsequencee?

4. What have been the cmheequehLe lh yuur area and lh yeur branLh memberehlp - H '

"'1

Suggested time: (aU mine)

PHEF c.-

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# EDUCATION POLICY ISSUES FOR CONSIDERATION,

Against the background of these fundamental AIMS objectives we now put forward some policy suggestions to achieve these long term aims. These must be discussed as fully as possible especially because we think that they are the main issues around which strategies can be built to develop a powerful push to get rid of the apartheid system forever. ,

The three legues we would like to deal with are the following:

1. DEMOCRATIC ACCESS TO EDUCATION. '1

2. THE INSTITUTIONS OF DECISION MAKING. \_

3. EDUCATION AND HEALTH CARE FOR A JUST SOCIETY.

Let us examine each of these in turn.

1. DEMOCRATIC ACCESS TO EDUCATION.

What do we mean by 'Democratic Access to Education'? We all know that in South Africa there are millions of people who have had no education. There are:

%those who have had no education; what's more;

%those who have had a very limited education; and are unemployed; " - v " '

those who have very limited education and are employed

but will not have another chance to be involved in

education except for what their employer may provide

All these categories of people are in the townships and in the

homelands, in developed and rural areas, are young and old, women and

men and who live in townships and in shacks, workers and are

unemployed, are the victims of apartheid education. They have had

very little or no education. One of our major policies

must be to provide that democratic access; to enable people to

build their organizations, improve their lives, their working

conditions and their participation in society generally. And even

where they have had some education they must be given a second

chance to learn'. what concrete strategies and ideas can be put

forward to achieve this? 'hi ' A 'W' " 'E' " '11:"1"

1.1. the state must bear the responsibility to provide at least 12

- 14 years of pre-primary, primary and secondary education for

all and it must be compulsory. This would mean that the state

must provide the pre- School and -the educational environment for

the youngest part of the population up to the age of about 16.

It means that the state is largely responsible for making it

possible to develop the physical, emotional and intellectual

qualities of our children. He does not say that the state must



itself do all this work but only when the state can guarantee and make available the necessary resources for this. For example, the State will have to provide pre-school and day care, facilities.

1.2. the state must be responsible for the funding of the schooling system as a whole - This includes the wages of teachers and administrative planners, the buildings and the equipment; the transport to make schooling accessible to the children, providing textbooks and necessary learning aids, the equipment and recreation facilities. We think that these, in their responsibility, should be discharged even now by the state.

1.3. the state must also be responsible for a mass literacy programme now and in the future. This does not mean that its chosen appointees must design the programme of literacy and numeracy education and deliver it. We know there is a lot of experience which lies in our own organisation and in others. For example CDSATU is presently researching exactly this issue. We know that a lot of valuable experience has been developed by people in organisations who work in the field of literacy. The State must provide the framework and the access to the necessary facilities for a mass literacy programme in South Africa. It must make available the media (radio and television), necessary relevant materials and for the training of literacy trainers and co-ordinators who are identified by organisations.

1.4. The State must be responsible for providing the framework for the training referred to. It must make it the duty of employers to negotiate and establish relevant education programmes.

THE INSTITUTION OF DECEMBER 1984.

The second policy should be to develop the DEMOCRATIC RIGHT OF PARTICIPATION AND DECISION making in education. We must make the decision and have to decide whether about education be made? We are not accept some basic policy principles around this question. 'Not' South Africa, how important the

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question of mandate, accountancy

We have fought to establish these provinces and have lost lives for it because apartheid has totally ignored the right of representation of the majority,

1.1. ...

"Should the policy issues which we need to address concern the following:

1; what is the role of the state now and in the future in the education system? How much regional and local authority should the State provide? Should the system of education be unitary or decentralised? What do we mean by that? Is it unitary? Should the main departments of the education system be? What should be the main committees and how they are made up? H 2, h 1

The relationship between the state and the community. what form should this take and how and where does the community participate in educational decision making?

I:

The role and the relationship between Trade Unions, employer organizations and the state in relation to educational issues.

The relationship between the state and professional and other bodies engaged in education (Teachers, lecturers, students, trainers and other organizations involved in education); T

3" By whom and how is education assessed, what system of credits, examination and assessment should there be and how is this developed nationally? ' " ' - '

There are some of the issues which we need to examine and around which we must develop policies; We are aware that we cannot answer these questions now but we must begin to discuss and debate them seriously. If we fail to do so, policies will simply be foisted on us and we will have to fight to reverse them.

EDUCATION AND NEOLITHIC REVOLUTION: A JUST SOCIETY.

% further Policy must be to provide the link between EDUCATION, NEOLITHIC CREATION and the achievement of a JUST SOCIETY. We must develop education policies to promote wealth creation. These policies, as we said earlier must be related to other policies concerning economic development and political and social justice because education cannot by itself solve the problems we face. Under apartheid capitalism the labour of the majority is used to create wealth but that wealth is controlled and withheld by a small minority of the population. The process of creating wealth has led to greater inequality and injustice in our society. That is why the aim of our policies should be the creation of a just society. For example, by elevating the rights of workers to further education we BEGIN to break down the barriers between education and the creation of wealth and take forward the struggle to create a Just society.

EDUCATION POLICY RESEARCH:-I

We knew that the struggle to achieve our educational aims will be a long and difficult one. These policies will have to be clarified, debated and discussed further in all our branches and with other organizations. Many issues for which we do not have immediate answers arise from our aims and we would have to research them. There are many organizations and individuals involved in researching educational issues. We ourselves are a party to the research to be done by the NATIONAL EDUCATION POLICY INVESTIGATION COMMITTEE (NEPCI) which grew from the NECC. EDSATU and some of its affiliates are also leaking into some areas of research.

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He should urgently develop EE Of radio and television time EH' the a e with the state. This could be a strenuous endeavour to CDBATULE initiatives abroad. It could take Education into the factories and make Education available to the adults. ; people" \_ ,w Naturally we should employ the appropriate programmes using each method. w lowek"l E and resources in. the production of distance l ' r ' He could also call on the experience of other countries.

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\_DPEN\_UP THE TEQUININE CDLEEEEE:  
He should demand for the immediate opening of training colleges and provide bursaries for teacher training which could be linked to a period of service as a teacher. He knew that thousands of students can be absorbed even now into teacher training: ' institutions. '  
- OPEN RECREATION AND SPORTS FACILITIES TO ALL,  
He should demand the opening of all educational and recreation facilities to all so that the learning environment is improved. Added to this could be a demand for a free meal system for children in rural schools.  
INSTITUTIONS TO DEVELOP QUALITY CBRE BF LITERACY TRAINERS.  
Many organisations are involved in literacy work. If we have access to media and television we can use it. Use of literacy workers and trainers will soon be able to provide literacy and numeracy for all. We need to: about how this could be done. One idea could be to establish an institution in which we rapidly train community literacy trainers and pay them to be trained. He also knows that EDSATU 15 involved in initiatives concerning a literacy project for its members both nationally and through regional literacy programmes. And at the same time it is looking into how best to use mass media for such a programme. This will take some time to finalise but we must surely support this initiative because it will immediately integrate thousands of workers into the education system again, strengthen their national bargaining capacity, and their role in changing society as a whole'..

$$\begin{array}{c} \text{C} : : \_ \\ \cdot \cdot \cdot \end{array}$$

At the present time the universities and many technical colleges and schools are only used for a small part of the day. In the case of most universities they remain unused for many months during the year. These resources are being underutilized and, provided there is an adequate transport system, they could be used more often on a daily basis.

In this regard we need aleQ tQ PTDDDDSE ta existing inetitutiens that they think of collaberating on regional DY natiQnal basis tQ be able tQ provide particular services which are needed urgently. FQV instance we could negotiate with them the develmeent Qf pavt-time ceureee based eh Educationel need at variQue levels.

## QUESTIONS

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to understand:

% what is the purpose of training?

% who engulds its purpose and nature?

% when is it necessary for the five?

% how is it related to the wider social environment?

% who should be entitled to the training?

% how can race and gender be addressed in the development

of training?

How is training related to other educational issues and the

' ; create a just society? end, many I :-ther question

4. More recently some legal -ists and members of government have

begun to realise that it is not enough to use education as a

tool to develop the nation. For instance Minister Viljens

argued that it was not enough for the State to spend money in

education for the purpose of increasing State investment

in education had to be followed by other policies such as

privatisation. This argument is a potential trap for the

policy development. 14: 'e linked to the idea of market freedom

and it is important that education is based on the narrow

political ideal of the ruling regime. Viljens actually

states that the education system is a new political system

where education is not used to achieve political ends.

LEADERSHIP' JUNE 1989 He agrees that education must not be used

to serve narrow ideological but not the nation: the need to tell of market

freedom in a country which is dominated by four or five large

companies. In South Africa the idea of market freedom is really

an excuse for the complete freedom of the conglomerate (large

companies) which dominate the economy. 3. Our economic policies

are based on the principle that the state must play a key role

in the development of the nation - even if it is not the only

agency responsible for education. He insists that that is the

only way in which the education system will not be at the mercy

of giant corporations and their educational needs. He knows

that in that way we will be able to build an education system

which is concerned with the whole human being, and the

physical, emotional and intellectual development of the whole

of our society in a new South Africa. ' -

: QUESTIONS

1. What do you think the aims of the educational policies of

the State are?

ET' 1.4 What do you think the aim of the educational policies of

the capital is?

...

3 How will the policies of the AND be different from those of capital and the state?

Suggest three major education policy campaigns that the AME should take up.

CONCLUSION.

Comrades, the strategies we put forward will not be easy to realise. They will depend on our level of organisation and on our leadership. We know that we cannot avoid the crisis in education. It faces us daily and unless we are able to move rapidly into relieving it there will be a continuation of the injustices and conflict in our society.

11 March.

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CORRECTION (PAGE 4) To be read before: '1. FIGURES OF SHORTAGE

1. THE DESTRUCTION OF THE HUMAN POTENTIAL OF OUR COUNTRY;

1.1 For any society to make progress it must provide the opportunity to its population to make a meaningful contribution to the development of the wealth and wellbeing of that society. In South Africa the system of Apartheid capitalism has distorted the human potential of society. It has used the population as cheap labour, excluded it from participating meaningfully in economic life, and totally neglected the educational, physical and general wellbeing of the population. Severe illiteracy has contributed to difficulties in finding work, poverty and ill health. It has wasted away the people of South Africa who are its most important resource. It is a crime whose cost can never be calculated.

1.2 This distortion of the human potential of our society has had many effects. The shortage of skilled workers has contributed significantly to the fact that South Africa cannot build a strong economy which can keep pace and compete with the economies of other countries. At every level of the economy, too few people have been trained to perform the functions necessary to develop the economic potential of South Africa. In some areas such as in engineering technology, and computer sciences the shortages are even more severe than in others but we can see that there is an overall shortage of skilled workers.

Typeset by Peter Makoena.

Time 8:30 pm.

Date 15-05-1991. txeu