

ION'IO IIwFoLLOW UP CONFERENCE ON
IONALFDUCATIONAL ASSISTANCE TO
I ADVANTAGFI) SOUTII AFRICANS
. NATIONIIEAIIQUARTERS, NEW. YORK

Last year we met in Paris to talk about the educational situation in South Africa and the potential role for international educational assistance. The meeting in Paris was characterised by a sense of cautious optimism against the backdrop of the initiation of political change in South Africa. Part of the caution was tinged by the fact that the apartheid system still remained intact and the educational system continued to be plagued by a series of crises. We also were informed about political attempts to intervene in the resolution of the immediate educational crisis. A broad fronted Education Delegation convened by the President of the African National Congress, Nelson Mandela met with the State President to place on the national agenda the resolution of the educational crisis. After six months of negotiations and discussions, the Education Delegation decided to pull out of the discussions primarily due to failure of delivery by government on basic essentials. Despite this failure, we still believe that government

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needs to be engaged and to accept its responsibility in resolving the educational crisis.

It would have been nice to say as we meet now in September 1992 that progress has been made and that our cautious optimism has been transformed to sustained optimism. Regretfully this is not so as you are all aware that events during a major portion of 1991 and the first half of 1992 have demonstrated the challenges we face in continuing to wage the political struggle to create a democratic and non-racial South Africa. While CODESA represented a move in the right direction, it also illustrated many of the constraints that could arise from a position where negotiations alone attempt to resolve such deep rooted problems as we face in South Africa. Violence and state induced instability still continues. Various surrogates of the South African state continue to intensify the violence and in particular, direct it towards the liberation movements. The impact of this situation on schools and other educational institutions is manifested by the ongoing nature of the educational crisis. It is also manifested in the break down of the culture of learning in many schools, the lack of discipline, the absence of teaching and a general state of anarchy in many educational institutions. There has been a woeful lack of

effort by the South African government to address the education crisis. Instead it spends a great deal of its energy in attempting to locate the cause of the problems elsewhere. Parents, communities, student organisations, teacher organisations and political organisations are either singularly or collectively blamed for the educational crisis. In fact, it has become fashionable for government to emphasise the symptoms of the educational crisis at the expense of recognising the cause, namely apartheid education. However, despite this negative scenario and breakdown of some of our educational institutions all is not negative in the educational arena. There have been various positive developments that seek to intervene both in the short term and in the long term in the educational situation. In March 1992 a collection of political, trade union, student, teacher and educational organisations, etc convened a National Education Conference with the following objectives:

II? the development of a declaration of the broad principles, norms and values that should underpin a future educational system;

IE? the development and implementation of a code of conduct with regard to the culture of learning;

"3 the development of joint strategies and campaigns to address the education crisis

as the development of mechanisms for constructing a new educational system and for .dealing with education in the transition period.

The Conference was characterised by a broad based unity across a range of political and other actors as well as a commitment to actively intervene in the resolution of the educational crisis. A Post Conference Working Group was set up and given the mandate to develop ways and means of implementing the four objectives of the conference. The Working Group has developed a strategy around these objectives and a key aspect of this strategy will relate to engaging both State and Capital in the resolution of the educational crisis. A strategy of engagement would have to be located in the simultaneous development of an educational forum and an effective education campaign that would not only support the strategy ollengagement but also ensure maximum participation, involvement, accountability, report

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back do, of the engagement process itself. The hood for the constituent members and their constituencies to regularly review and assess this strategy of engagement would constitute an essential aspect of this development. Appropriate mechanisms of reporting back, consultation and accountability are to be developed as an integral part of the strategy. To guide the initiation and development of the education forum the following operating principles were identified:

0 the forum should have binding powers and not operate as an advisory body. A forum that would have the characteristics of either a joint working group or a round table notion must be avoided.

There must be agreement that all parties at the educational forum would bind themselves to implement decisions that affect them.

0 there should be no agreement that would have the consequence of co-management or joint responsibility for resolving the education crisis. The state must continue to discharge its obligations in regard to the adequate provision and delivery of education.

0 the workings and proceedings of the education forum should be public with the emphasis on transparency and accountability. It is essential that the work of the education forum be brought into the public arena to ensure accountability as well as develop maximum support for the process.

0 in order to ensure that the binding nature of the education forum is realised, the establishment of an independent monitoring body would be critical. The composition, functions, levels and distribution of such a monitoring mechanism would be decided upon by the forum.

0 the forum should operate within 21 specified time frame in relation to specified Objectives and outcomes.

The following principles and values should at all times inform our working in the education forum:

0 schooling should not be disrupted

0 activities should aim to involve the broad mass of people, especially, parents and workers

0 in order to avoid disruption and to ensure broad participation, activities should in general be scheduled for lunchtimes, week-ends, etc.

0 campaigns should not only focus on boycotts, demonstrations, etc but should also include activities such as educational rallies and fairs, that is, the positive aspects of education should be stressed.

The following principles and values should at all times inform our working in the education forum:

II? a democratic, unitary non-racial, non-sexist system of education

II? the state has the central responsibility for the provision of education and training

II? a nationally determined framework should ensure that employers observe their fundamental obligation for the provision of educational I'CSOUI'CCS.

education and training policy and practice shall be governed by the principle of democracy, ensuring the active participation of various interest groups, in particular teachers, parents, workers and students. all people (children, youth and adults) shall have access to education there shall be special emphasis on the redress of educational inequalities among historically disadvantaged sectors of society, particularly the youth, the disabled, adults, women, the unemployed, rural communities and black people in general.

there shall be mechanisms to ensure horizontal and vertical mobility and flexibility of access between general formative, technical, industrial and adult education and training in the formal and non-formal sectors.

there shall be nationally determined standards for accreditation and certification for formal and non-formal education and training, with due recognition of prior learning and experience.

If education shall aim at the development of a national democratic culture, with an accommodation of diversity which does not conflict with other key principles.

'6? the provision of education and training shall be linked to the development of human resources within national development aimed at the restructuring of the economy, redistribution and the democratisation of society.

113? the education process shall encourage national peace, justice and stability.

Education shall be based upon the principles of co-operation, critical thinking, Civic responsibility, and shall empower individuals for participation in all aspects of society.

In addition to this important national initiative other initiatives directed towards policy formulation and development, large SCZIIIC intervention in the reconstruction of the schooling system and massive private sector

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interest and involvement have also been undertaken. Included in these are such initiatives as the National Education Policy Initiative, the Joint Education Trust - a joint venture between business, political, trade union and education organisations. These initiatives are supported by growing concern in the general community about the state of the educational crisis, by deep parental concern about the future of their children and a more extensive organisational involvement in attempts to resolve the education crisis. There seems to be general consensus on the need for further educational development and the central role that education will play in the future economic development of South Africa. Yet, there also seems to be a lack of forward movement in resolving these problems. The initiative by the National Education Conference to set up the educational forum represents one step that hopefully will clear the log jam in this area. Clearly what we need in South Africa is a national framework and a set of guidelines that would inform both a short term strategy and a more medium to long term one. This presentation should be seen as a contribution to the process of developing such an educational strategy and framework.

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While all of this background information and analysis helps us to understand the context to what is happening in the educational sphere, it is also important for us to understand what is going on in the schools and Classrooms. While many areas still continue with schooling there are major centres, particularly in urban areas where the schooling process to all intents and purposes has broken down. The characteristics of the crisis have been described in detail in many reports and documents. What I would want to emphasise is that while the crisis is large in scope and nature it extends throughout all levels of the system. In recent years we have witnessed a major impact of the crisis in the tertiary sector of the education system, particularly in those institutions that were created as part of the grand apartheid design of education. Having successfully destroyed the framework of apartheid in some of these institutions, they now find themselves the inheritors of Financial and Other disadvantages. The central issue before this conference is how do we as South Africans define the role and scope of international assistance in both the resolution of the crisis and the sustained development of the democratic educational system. Let me say right at the outset that the international community

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and leaders cannot be expected to resolve the crisis for us. Both in its scope, size and nature it requires the combined energy and resources of the state and the community of South Africa and therefore, the ultimate resolution will depend on such factors as state resources, private sector involvement, participation by mass based organisations and education sector organisations, etc. This however, should not indicate that there is no role for international assistance in the resolution of this crisis. While a great deal of effort and energy has been devoted to policy research, policy analysis and other forms of educational research, we sadly lack the educational strategy that would enable us to reconstruct the educational system in South Africa. The need for such a national strategy is not only urgent but is central to our immediate needs. Such a national strategy will define priorities, articulate guidelines and develop a set of principles that would inform both short to medium term intervention. This is critical because the tension between the realisation of short to medium term intervention and long term objectives is very often difficult to reconcile. However, if we want not only to bring about change but to do so in a fundamental fashion we will have to constantly reconcile the short term strategy and the long term objectives. In his keynote address to the National Education Conference, Professor Jukes Grewel captured the

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strategic importance of this point "the politics of negotiation has resulted in the liberation movement no longer being able to argue that social and institutional changes will follow only after seizure of power. WC can no longer advance that argument. Instead, two stages of change are now envisaged; first, a transition or interim stage primarily geared to negotiations; and secondly, a stage under a democratically elected government whose task it will be to decline and implement long term programmes of social transformation in a democratic South Africa. In the interim or transition stage, the crucial issues being negotiated relate to the political terms of the transition and to the mechanisms through which a new constitution will be established. At the same time, multiple negotiations are under way concerning the reform of conditions and institutions in various spheres of society - housing and local government, education, health, and so on. In the area of education, the opening of negotiations has placed on the agenda urgent issues concerning the expansion and improvement of educational provision, particularly in the schools and the training and skilling of black people for roles relevant to the immediate needs of the reform process. " (Back to Learning, National Education Conference, 1992 - SACHED/Raven, Johannesburg)

The three key pillars of a short term interventionist strategy should be:

- 0 the continued political process of engaging the state
- 0 the development of capacity that would enable maximum participation and adequate preparation to govern a democratic South Africa
- 0 the identification of priority areas for intervention.

In addition, a short term interventionist strategy must be multiphased.

The need to continue to engage the state in the political process is to ensure greater financial equalisation can occur through the reallocation of state resources and that the process of unilaterally restructuring education should be halted. Further, the need to develop a national framework that establishes areas of priority which has support and a broad base of consensus.

In addition, intervention should occur at all levels and there should be maximum utilisation of resources emphasising the need for greater coordination and networking. Although a short term interventionist strategy relates to limited objectives it is important that we keep in mind the socio-

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political framework in which we locate this strategy. These would include such factors as equity, equality, access, targeting constituencies of groups in need such as the youth, women, and rural areas and building a democratic educational system.

The training and development of capacity to plan and implement the new educational system, both responsive to short term critical needs and medium to long term development is not only an issue of prime urgency but a fundamental factor that would enable us only to resolve the education crisis and to sustain the future development of the system. Not only is the existing bureaucratic capacity in the educational system inadequate, inefficient and incompetent it is both significantly racially and gender biased. (SEE APPENDIX 1 - Size of Senior Management Cadre Of Public Sector)

In addition to the racial and gender bias, the urgent need and the very centres of priority and development - townships, rural areas, informal urban settlements and township schools are the least provided for in terms of capacity. The need for capacity building to enable educational development to be sustained and also to enable policy decisions to be

effective has been recognised in many parts of the world. The African Capacity Building Initiative described the impact of capacity building in the following manner "Effective policy analysis depends on the ability to identify and measure the impact of various economic options, to assess trade offs, and to present well thought out choices in a well prepared manner to policy makers and managers. Policy researchers need special abilities to analyze and synthesize; to weigh various alternatives for solving complex problems under conditions of uncertainty, competing interests, and limited time; to explain persuasively and clearly to policy managers the strengths and weaknesses of various options; and to recommend a specific course of action in keeping with the economic and socio-political realities of the country. Persuasive policy advice must be founded on technical competence, but it also requires insight into practical political and bureaucratic options, creativity and imagination, and effective communication skills.

The counterpart of effective policy formulation based on sound policy analysis is well managed implementation. But it should be recognized that the skills of the manager differ somewhat from those of the policy analyst. The manager may be a minister or deputy minister, permanent secretary,

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department director, senior civil servant, or the head of a parastatal. As well as a sound understanding of economic principles, these managers need to apply their knowledge in their particular political, bureaucratic, social, and cultural environments. This requires political sensitivity and skills in public administration, communication (oral and written), task management, personnel selection, time management, consensus building, and negotiating techniques. " (P6 - The African Capacity Building Initiative. World Bank, Washington DC, 1991)

We see educational capacity building as not confining itself to the formal state school system but including the servicing of such educational sectors as adult basic education, tertiary level education and preschool education. The launching of such a capacity building exercise needs to be two pronged. On the one hand we need to address immediately the training needs of the existing bureaucracy. The reason for this is that it would not be possible in the short space of time to replace the entire bureaucracy neither would this be desirable or good government. While undoubtedly a small number of diehard apologists for the apartheid system will continue within the bureaucracy the reskilling and reorientation of the existing bureaucracy must be a priority if we are to implement the kinds

of changes that will result in a democratic education system. In addition, equally urgent, we need to develop a new cadre of senior educational planners, policy analysts, administrators, etc that would constitute a critical mass in the educational administration system at all three levels that is central, regional and local. The launching of a national training initiative for educators is not only possible but also feasible. The framework and guiding principles for such an initiative would include the following:

- 0 training and capacity building must address the issues of inequality, access, gender and race imbalance. Those factors must constantly be kept in the forefront of any capacity building initiative precisely because there is the constant danger of continuing to reinforce patterns of old power under new structures
- 0 the development of curriculum and courses of study should include certain core modules common to all study programmes c.g. orientation to a changing South Africa, crisis management, human resources development, preparation to govern, liaising with people, dealing with politicians, developing a democratic tradition, etc.

0 the need to emphasise technical skills, policy tools, educational technology, etc must be integrated into any such development. We are but eight years away from the 2131 century and we need to master the technology so that our political and social objectives can be realised.

- there should be transferability of work and course credit
- a system of national accreditation
- recognition of practical work and experience in appropriate educational fields
- openness and flexibility.

The framework for such a capacity building initiative would utilise all existing resources particularly such institutions as universities, technical colleges and private training institutes. The regional location of such initiatives would be important as they would best contribute to greater equity. It would be important for co-ordination of effort to occur both at regional and national level through such structures as joint planning committees, steering committees, etc. The prime function of co-ordination should be to move away from control towards strategic planning and

thinking. Such structures could develop strategies that would cover the following:

- 0 needs
- 0 training courses
- 0 training experience
- 0 follow up and evaluation
- 0 ongoing co-ordination
- 0 targets and outcomes
- 0 resources
- 0 joint proposal presentations
- 0 develop further appropriate criteria for the framework

The launching of such a national training initiative has a number of distinct advantages. The initiative will allow funders to focus their limited financial resources and capacity in an area of maximum impact. Simply getting more textbooks and building more schools, important as they are, is not enough to resolve our educational problems. We need capacity to plan, to develop strategies that would address deep rooted social inequalities, innovative approaches to large scale problems and creative

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solutions to educational issues that will test the host of us. Further, an initiative of this sort does not fundamentally depart from a central commitment to develop capacity. This commitment has been articulated over and over again in the multiplicity of reports produced by lundcrs and international agencies. The launching of such a training scheme enables us to seize the initiative and in doing so produce visible and tangible results that would have a major impact on the quality and delivery of educational services.

Finally, such an initiative would support, strengthen and sustain other educational gains such as extended impact of state financial resources. In dealing with this example in such detail, I wanted to illustrate not only the viability but also the potential for impact. There are two other areas of priority that I would like to single out in which similar approaches could be adopted. The first being early childhood development and the second, adult basic education with emphasis on youth, education and training. In its educational policy guidelines the ANC acknowledges the democratic governments responsibility for providing one year of preschool education. Against the background of the ravages of apartheid in our

communities this is clearly not enough. We need a massive investment in the area of early childhood development. International evidence clearly supports such a major national investment and in the South African context such an investment could represent a major redistributive mechanism for equalising opportunity. Again, like the formal schooling system it would not be possible for international assistance to make available the huge resources required to address this issue. However, an approach along these lines as proposed in the capacity building strategy could be adopted. The issue of early childhood development cannot be viewed in isolation or as a single activity of preschool. There are a host of factors that are needed to contribute to the reconstruction of our communities and the family as a central unit in this process. Research and pilot programmes into ways and means of achieving this so that maximum benefit would accrue to both child and family would be an essential priority. Demographers tell us that by the year 2000 fifty percent of our population will be under the age of 16. Clearly, existing educational systems will only be able to meet some of the needs of such young population. We need to address in the long term innovative and creative solutions for dealing with the issue of continuing education. But immediately, we need

to address the needs of large numbers of young people who are out of the school system. Not all of these people require necessarily formal education. Ken Hartshorne in his book Crisis and Challenge identifies three categories of young people in need of educational and training provision. There are those who have had no or very limited education. There are those who have had some basic education, at most five years of inadequate schooling and then there are those who have had some form of secondary education. Such a complex constituency requires a multiplicity of educational and training solutions. As a national priority we need to address this issue. A framework for looking at this could include such factors as:

- piloting courses and assessing their ability to reach large audiences
 - follow up supporting mechanisms such as loan banks and ongoing training
- integrating training into the mainstream economy so as not to marginalise constituencies that are already marginalised
- emphasising community reconstruction needs and appropriate training to meet such needs as well as the development of real currency options in this area.

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- emphasising rural training and education in response to local needs
- appropriate strategies that would meet the specific needs of women _ both out of school and out of work.

The approach and strategic framework that I am proposing will clearly not be achieved overnight. Neither will one organisation or association be able to undertake the task. However, when faced with a task as huge and complex as ours without a strategic framework is to proceed foolishly and blindly.

In addition, it is important to note that I have used the above sectors as examples, not as a full description of the strategic framework. If we were to describe such a national strategic framework a matrix would have the following dimensions:

- I1? different levels of educational need (education is a continuing process and we need to define needs on such a continuum)
- I13? complementary programme approaches

83? programme characteristics and guidelines (see Appendix 2 for details)

The key reason for establishing a strategic framework is to assist us to overcome the narrow, ad hoc, fragmented and unco-ordinatal planning, thinking and implementation of educational programmes.

WC certainly have spent a vast amount of time, energy and resources on some of the educational problems and even under those constrained circumstances the impact has been minimal at best. Having a national strategic framework will assist in locating the gaps, detect the l'uilurcs, anticipate the growth and or problems. It would also assist the international donor community in deciding whcrc their efforts are best located for impact and effect in the overall context of the national strategic framework.

None of what I have described in this presentation is particularly new. A review of various reports would support this position. However, we are now saying it with a new voice - part of this discourse involves meaningful dialogue with fundcrs where our voice is listcnnccl to and taken seriously.

Over the last two years or so we have been subject to 21 multiplicity of conferences, specialist visits, parachutist consultants and experts and an infinite number of reports and studies. It would seem that each donor, foundation and agency is determined to produce its own set of reports that essentially says the same thing and arrives at basically the same conclusions. I have daily coming across my desk 21 large number of these reports not to mention the queues of consultants, specialists, experts waiting and wanting to tell us how to get all of this right. Before I sound too negative, let me counter balance this. There certainly have been some studies and consultants who have been both productive and helpful. This has been possible because we have insisted that 21 particular way of operating in the current context and in the future be developed. We have urged the following factors to be taken seriously by any agency wanting to undertake a study or report on South Africa.

- due notification of brief, purpose, people involved, outcomes, etc of proposed study
- active dialogue with key actors in South Africa

- developing an understanding of both what is going on in the area of study and has already gone on in South Africa

- utilising South African counterparts and expertise.

This last point needs emphasis because not only does it provide training to South Africans but also enables the external consultants to develop quick sensitivities to the local situation. The question we need to ask ourselves is do we need so many reports on education. Do we need to repeat sector analysis, area studies, specialised topics, etc. There can be no doubt that greater fundcr co-ordination is urgently required in this area so as to enable us to get on with our lives but also to enable us to derive maximum benefit from the expenditure on such resources. In a recent article written by Joel Samoff, prepared for the Education Division of the Swedish International Development Authority, he raises a number of instructive issues. In this study which is based on the Namibian experience, Samoff reviews and assesses live educational reports that deal with teacher training, educational systems and national literacy. His conclusions are both insightful and instructive and I would like to quote extensively from Samoff's final recommendation:

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"Education ' d d " s ' ' ' " , . .

c an e ucalms ln Ndmlhld must a(ldlcss scvml tasks
smwltancously. Access to schooling under South African rulc, especially
to the higher levels, was sorely limilcd. Onc immediate task, therefore,
ls to expand that access rapidly. That access was also rationed unequally
10 Namibials different connunilics. A second task is to rducc lhosc
mcquahtics, not by llnding the lowest common denominator but by
eliminating discrimination and improving qualily simultaneously.
Restricted access limited the pool of people with advanced training and
specialized exportisc. A third task is to expand rapidly the number of
people with higher level skills, not only to assume senior responsibilities
across the economy and society but also to stall the institutions of higher
education and education succeeding gncrallons.
The schooling that was available under the old order was not only limited -
it was also dated and stunted. Its themes, its oricnlalion, and its practices
were little influenced by recent research and its Findings. Its curriculum
continued to emphasise perspectives and undorstamlings that had long since
been discredited and discarded in most of the rest ol the world. liven

under the older standards, Namibian education t'ell far short. A fourth task, then, is to raise the quality of education in conventional terms. But that is not enough. The older standards are even less appropriate in Namibia than they are in the North Atlantic. Teacher centred instruction constrains rather than nurtures students' sense of curiosity and exploration. The excitement of learning that is so clearly visible in young children is effectively suppressed by years of memorization, drill, and recall. The discovery, observation, comparison, analysis, understanding that could be fuelled by the intrinsic rewards and punishments for their management. Like curiosity, experimentation, and critique, innovation is devalued and discouraged. In addition to their negative consequences for learning, authoritarian classrooms contribute little to preparing young people to participate as adults in a democratic society. Bureaucratic administration stifles local initiative. The parents and other adults who could enrich the learning process become instead its passive observers. Where education planning and decision making could foster the development of the skills of community self management, instead communities become the objects rather than the subjects of the political process.

If schools are to be the beacons and engines of development, it is not sufficient to focus on the mastery of specified texts, even updated texts, and raising examination scores. If young people are to become self-reliant, self-confident innovators, it is not enough to increase the number of teachers who are expected to rely on mass memorization and to value authority and Obedience over learning and autonomy. If their graduates are to bear the responsibility for organizing and managing a democratic society, it is counter-productive to discourage participation in education decision making, both within and outside the classroom. If schools are to play a role in fostering national integration and a sense of national purpose, they must go beyond training farmers, technicians and managers. They must as well enable young people to develop the competence and self-confidence needed to rediscover their culture, rewrite their history, and revise their sense of self and society.

Perhaps the greatest challenge is to avoid aiming too low. Over the long term, a failure of conception will prove far more detrimental and costly than a failure of implementation. Too little attention to "What is to be done?" will eventually undermine all the effort directed toward "How to do it?" Or, to put that positively, planning in the present must pay as

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much attention to the conception as to the implementation. Unfortunately, the main thrust of the studies reviewed here moves in the opposite direction. Advisors and their advice: a review of recent major studies of Education in Namibia. Joel Samot'f, 19921

As our country struggles through crisis after crisis, more than ever do we need vision and strategic thinking and effective implementation. The hopes and expectations of this generation and the future rest with us. There can be very little doubt about the role of education and training in all this. Each day that we waste and wait adds to the crisis. Now is the time for us to seize the initiative and begin the process of restructuring in education as a matter of national priority. The national strategic framework described in this presentation is ()fde in this context. Let us discuss but not delay.

JOHN SAMUEL

HEAD: EDUCATION DEPARTMENT (ANC)

APPENDIX 1
SIZE OF SENIOR MANAGEMENT CADRE OF PUBLIC SECTOR
(With racial and gender breakdown)

Director General
Deputy-DG or
equivalent
Ambassador
Commissioner-
General, etc.
President,
Chairman of a
Council or
Commission
Director or
equivalent
Execque
Official
(Control level)
Town Clerk

Treasurer
Government
Administrator
& related
managerial
GRAND TOTALS

Male
Female
Total
12021

Male
Female
Total
1111

Male
Female
Total
1391

Male
Female
Total
14 6571

Male
Female
Total
12931

Male
Female
Total
17411

Male
Female
Total
11 3151

WHITE

197

0

197

10

1

11

16

16

4434

119

4553

224

63

287

621

102

723

1139
38
1177
6 564
1
0
1
000
15
15
17
19
00000 000
(GOLD
47
COLOURED INDIAN
1
0
1
G00
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000
01001
16
19
52
iSOURCE: Central Statistical Services, 1989 Manpower Survey
BLACK
000
CDOCO
52
58
(DOG?
10
108
110
195

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APPENDIX

Educational

2 Developmental

Framework

APPENDIX 3

NOTES TO THE MODEL - EDUCATIONAL DEVELOPMENTAL FRAMEWORK
COMPLEMENTARY PROGRAMME APPROACH a-e

More often than not we tend to focus on particular sets of institutions 0.9. schools, pre-schools, etc, as institutional settings to enable educational development to occur. We need to adopt a complementary approach because not only does it build on a range of skills and resources, it also reinforces and supports work/gains made in institutions like schools, etc. A secondary advantage is that in a programme context, it enables us to see the full picture; determine which resources are utilised where best (9.9. who should build schools?); enables us to maximise provides community legitimacy, etc. Different environments give rise to different needs and approaches, and a complementary approach is more like to achieve this.

PROGRAMME GUIDELINES/CHARACTERISTICS I 1 -- 7 1

Clearly the emphasis in the guidelines are integrative and multifaceted. It doesn't follow that all of these principles must appear in all programmes and all organisations. What is however emphasised is that a multifaceted and comprehensive overall strategy assists in making educational development more effective. The merging of services, multi-sectoral collaboration, adding on new components etc should all be actively encouraged." lThis model draws heavily on the model developed by ROBERT G MYERS in Toward a fa/r star! for C/l/VdfG/l (UNESCO, June 1990M.

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EDUCATION SYSTEM IN SOUTH AFRICA
EDUCATION IN THE RSA H EDUCATION IN THE TBVC STATES
NATIONAL EDUCATION

(General Policy)

Education _

DepartmentsD

Education & Culture:

House of

Representatives2

(mainly for

Coloureds)

Education & Training

(Eight Regions)3

(mainly for Blacks)

Education Departments

of the Self-governing

TerritoriesJ

Education & I Education & Culture:

Culture: douse of House of Delegates:B

Assemblyla (mainly for Indians)

(mainly for Whites)

Transvaal Gazankulu Transkei

Orange Free State KaNgwane Bophuthatswana

Natal KwaZulu Venda

Cape Province KwaNdebele Ciskei

QwaQwa

Lebowa

1. The Minister of National Education is responsible for policy iAct 76 of 1984: Article 2 (1)1 regarding formal, non-formal and informal education in the Republic of South AFrica in respect of:

- Norms and standards for the financing of running and capital costs of education for all population groups;
- Salaries and conditions of employment of staff;
- The professional registration of teachers;
- Norms and standards for syllabuses and examination, and for certification of qualifications.

The Minister may therefore determine general policy only in respect of certain predefined matters and he must first consult with each Minister of a department or state responsible for education, as well as the South African Council for Education or with the Universities and Technikons Advisory Council and, in some cases, also with the Minister of Finance. In terms of Section 2 (4) of the Act, each Minister of a department of state responsible for education must execute the policy determined in accordance with Subsection 2(1), in so far as it applies to the population group for which he is responsible.

2. (a,b,c) The administration of education for Whites, Coloureds and Asians is considered to be an own affair and is managed by separate departments of education for each of these population groups.
3. The Department of Education and Training administers the education of Blacks outside the Self-governing and Independent States.
4. Six separate departments of education administer education for Blacks of the different ethnic groups in the Self-governing States.
5. Four departments of education administer education for Blacks in the Independent States.

SOURCE: Education Realities in South Africa 1990.

Dept of National Education: NATED 02-300 (91/06)

TABLE 1: NUMBER OF EDUCATION INSTITUTIONS IN SOUTH AFRICA (PRE-PRIMARY INSTITUTIONS INCLUDED) ACCORDING TO EDUCATION DEPARTMENT AND EDUCATION SECTOR FOR 1990

EDUCATION SECTOR

DEPARTMENT

Public Special Private Technical Teacher Technikons Universities

Ordinary School Ordinary College Training

School Education School Education

Education Education

Total

Education & Culture

(House of Assembly)

Education & Culture

(House of Delegates)

Education & Culture

(House of Representatives)

Education & Training

Self-Governing Territories

TBVC States

0 Not available

SOURCE: Education Realities in South Africa 1990.

Dept of National Education: NATED 02-300 (91/06)

TABLE 2:

Total Government Spending on Education in South Africa, 1990/91

RAND TOTAL

(8N) m

Dept of Ed & Culture: House of Assembly (White) 5.9 37

Dept of Ed & Culture: House of Delegates(Indian) 0.9 6

Dept of Ed & Culture: House of Representatives (Coloureds) 2.1 13

Dept of Ed & Training: (Blacks, excl homelands) 2.8 18

Ed Depts of self-governing territories 2.6 16

Ed Depts Transkei, Boputhatswana, Venda and Ciskei 1.6 10

(through voted for RSA Ministry of Foreign Affairs)

15.9 100

SOURCE: Not available

TABLE 3: PER CAPITA GOVERNMENT EXPENDITURE FOR COLLEGE/SCHOOL EDUCATION (EXCLUDING PRIVATE ORDINARY SCHOOLS) ACCORDING TO

DEPARTMENT FOR 1986-1991

PER CAPITA EXPENDITURE (RAND)

DEPARTMENT

1986 1987 1988 1989 1990 1991

Ed & Culture 2746 2972 3322 3555 4087 4504

(House of

Assembly)

1952 2134 2273 2607 3055 3625

(House of

Delegates)

Ed & Culture 1330 1602 1719 2127 2406 2853

(House of

Reps)

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SOURCE: EDUSOURCE (PERSONAL COMMUNICATION DR VISSER, DEPT OF NATIONAL EDUCATION 5/03/92)

Ed & Culture

Self-governing

territories

TABLE 4: TEACHER/PUPIL RATIOS 1991

PRIMARY SECONDARY

Dept of Ed & Training 41:1 36:1

Gazankulu 43:1 34:1

KaNgwane 40:1 36:1

KwaNdebele 39:1 37:1

KwaZulu 54:1 41:1

Lebowa 40:1 34:1

Qwa-Qwa 34:1 31:1

House of Assembly (White) 22:1 16:1

House of Delegates (Indianwe 23:1 16:1

House of Representatives (Coloured): 25:1 19:1

4Figures are for 1990

SOURCE: HANSARD No.3 10 FEBRUARY 1992; QUESTIONS COL.56

TABLE 5: Teacher qualifications according to population group, 1990

Population Group	School Stage	Without Qualification	With Qualification
BLACKS	Primary		
	Secondary		
	TOTAL		
WHITES	Primary		
	Secondary		
	TOTAL		
COLOUREDS	Primary		
	Secondary		
	TOTAL		
ASIANS	Primary		
	Secondary		
	TOTAL		

SOURCE: DU PISANI, T ET AL, EDUCATION AND MANPOWER DEVELOPMENT 1990, NO. 11, RESEARCH INSTITUTE FOR EDUCATION PLANNING, UNIVERSITY OF THE ORANGE FREE STATE

TABLE 6

AFRICAN SCHOOL LEAVERS IN SOUTH AFRICA (INCLUDING THE TEN HOMELANDS): 1990

OUTFLOW PER STANDARD OUTFLOW AS

AS PROPORTION OF AS PROPORTION

PUPIL OUTFLOW TOTAL OUTFLOW ENROLMENT OF ENROLMENT

SUB A 207 100 25,4% 1 218 606 15,4%

SUB B 45 200 5,5% 912 509 11,5%

STD 1 49 900 6,1% 855 495 10,8%

STD 2 33 100 4,1% 750 461 9,5%

STD 3 56 500 6,9% 726 409 9,2%

STD 4 46 000 5,6% 624 530 7,9%

STD 5 34 500 4,2% 562 356 7,1%

STD 6 65 700 8,1% 563 568 7,1%

STD 7 47 900 5,9% 467 129 5,9%

STD 8 43 100 5,3% 383 286 4,8%

STD 9 42 600 5,2% 319 197 4,0%

STD 10A 49 100 6,0% 270 724 3,4%

STD 10B nsm 1m; 270 721 3,4%

SOURCE:

SURVEY OF RACE RELATIONS IN SOUTH AFRICA

SOUTH AFRICAN INSTITUTE OF RACE RELATIONS

1991 2

TABLE 7: STANDARD 10 EXAMINATION RESULTS: 1981 TO 1991

1981 AFRICAN COLOURED INDIAN

Candidate 57 529 9 269 986

Pass 29 023 5 279 (57%) 995 (83%)

Matric 6 803 1 384 (15%) 086 (35%)

1986

Candidate

Pass

Matric

1990

Candidate 255 498

Pass 93 862

Matric 21 025

1991

Candidate

Pass

Matric

NB: Pass rates include those obtaining a Standard 10 certificate as well as those obtaining matriculation exemption

SOURCE: DU PISANI, T ET AL, EDUCATION AND MANPOWER DEVELOPMENT 1990, No.11, RESEARCH INSTITUTE FOR EDUCATION PLANNING,

VNIVERSITY OF THE ORGANGE FREE STATTE

FAST FACTS, NO. 1 FEBRUARY 1991, SOUTH AFRICAN INSTITUTE OF RACE RELATIONS

TABLE 8: NUMBER PER THOUSAND OF POPULATION IN THE RSA STUDYING AT UNIVERSITIES AND TECHNIKONS ACCORDING TO POPULATION GROUP FOR 1989

NUMBER PER THOUSAND
POPULATION GROUP
UNIVERSITIES TECHNIKONS

Whites

Indians

Coloureds

Blacks

SOURCE: EDUCATION REALITIES IN SOUTH AFRICA 1990, DEPT OF NATIONAL EDUCATION, NATED 02-300 (91/06)

UNIVERSITY AND

TABLE 9:

UNIVERSITIES

YEAR AFRICAN

1980i 18 289

1981i 19 185

1982 23 376

1983 28 480

1984 34 745

1985 42 992

1986 52 936

1987 64 388

1988 74 697

1989 91 462

1990I 100 632

TECHNIKONS

YEAR AFRICAN

1980J

1981:

1982

1983

1984

1985

1986

1987

1988

1989

1990'0

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394

657

604

146

941

911

654

823

COLOURED

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8

8

9

11

12

12

15

18

18

762

250

816

511

010

917

850

676

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968

218 869

COLOURED

MMMMNH

0301.501

983

120

188

394

595

765

811

386

447

444

942

A Including the Ciskei

8 Including Venda

SOURCE:

SURVEY

OF

RACE

IN

11

11

12

13

14

17

18

19

19

19

18

TECHNIKON

DIAN

551

590

274

395

871

305

390

118

639

179

124

INDIAN

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mtn; ;p(guJquUJb

RELATIONS

198

217

055

961

298

680

467

570

742

558

865

ENROLMENT

WHITE

114

115

114

121

125

138

149

151

155

156
153
WHI
40
39
40
45
48
51
35
41
44
47
53
IN
744
043
368
727
613
724
449
061
272
737
846
TE
180
790
977
645
228
069
062
545
132
662
818
RACE:
TOTAL
152
154
158
173
186
211
233
250
267
286
291
346
068
834
113
239
938
625
243
608
346
471
TOTAL
46
46
47
52
55
59
43
56

60
68
83
906
889
361
394
778
118
486
442
232
318
448
SOUTH AFRICA 1991 92,
1980-1990
SOUTH AFRICAN
INSTITUTE
OF RACE RELATIONS

TABLE 10: UNIVERSITY STUDENT ENROLMENT BY FACULTY: 1982-89

FACULTY 1982 1983 1984 1985 1986 1987 1988 1989

FACULTY	1982	1983	1984	1985	1986	1987	1988	1989
Arts								
Number	67	626	73	081	76	280	N/A	85
Proportion	44%	44%	42%	N/A	39%	47%	49%	50%
Commerce								
Number	27	857	30	434	31	759	N/A	38
Proportion	18%	18%	17%	N/A	18%	17%	14%	17%
Education								
Number	15	161	20	150	24	656	N/A	38
Proportion	10%	12%	14%	N/A	18%	11%	13%	11%
Medicine								
Number	16	098	17	262	18	055	N/A	20
Proportion	11%	10%	10%	N/A	9%	8%	8%	7%
Science and Engineering								
Number	25	821	25	195	31	629	N/A	34
Proportion	17%	15%	17%	N/A	16%	18%	16%	15%

TOTAL 152 563 166 122 182 379 N/A 217 703 165 258 247 450 177 486

SOURCE: SURVEY OF RACE RELATIONS IN SOUTH AFRICA 1991 2, SOUTH AFRICAN INSTITUTE OF RACE RELATIONS

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