

## NATIONAL EDUCATION WORKSHOP

The ANC Education Department held a two-day workshop over the weekend of the 14 and 15 June. This was in a sense the culmination of a series of regional workshops that have been held in various parts of the country over the last couple of months.

## RESTORING CULTURE OF LEARNING

The major focus of the colloquium was the education crisis in the country. In the discussions the general view was that government was not doing enough to sort out the crisis. More specifically there is just a bland acceptance that Black students have lost the culture of learning without contextualising it and acknowledging their own role in destroying that culture of learning. It was actually part of the Apartheid government's strategic objective to destroy the intellectual life of the oppressed communities. Conference took the view that the State is inherently incapable of reversing this progressive degeneration of our educational environment. In one of the major resolutions tabled there was recognition of the fact that even the intervention strategy that had been initiated by the ANC, of engaging the government in discussions on the crisis had not brought about any significant change and that therefore a recommendation was being made that the community delegation presently meeting the State President should withdraw from any further meetings with the government until such time that the

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government has shown real commitment to addressing the problems of our education system. The ongoing discussions simply served to legitimise the State's education discredited education policies. The State does not seem willing to move away from the existing organisational pattern of education, and this compounds the problems encountered in education. The Workshop instead recommends that a National conference of all Patriotic Forces made up of the major political organisations PAC, AZAPO, as well as other organisations with which the ANC has a fraternal relationship, such as the COSATU, NECC, NUSAS, SANSCO etc be called.

#### **DEVELOPING STRUCTURAL CAPACITY**

It was recognised that there was a strong need to enhance the ANC Education Department's profile nationwide, and for this reason a structure has been put in place in the various regions that will have the effect of increasing efficient co-ordination and communication with the regional structures. Similarly the National Office machinery has been reinforced and its co-ordination capacity strengthened with the creation of a special co-ordinating mechanism. In addition to this areas of specialisation in the form of Training and Development as well as Policy research have been put in place. It is our hope that we can be better able to deal with the existing crisis, as well as engage government over the question of transformation in education practices and policies.



## PROGRESS REPORT

The major objectives of the Education Department are:

- immediate intervention in the educational crisis so as to bring maximum pressure on government to make meaningful changes in the educational situation
- initiating particular interventions in critical educational areas so as to ensure that the groundwork for short to medium change begins.
- participating in the research and development of educational policy frameworks
- building the capacity of the Department both at a national and regional level.

The current political situation makes it possible and necessary for the ANC to intervene in the educational crisis. While continuing to actively support educational initiatives, particularly within the regions, that address significant aspects of the crisis, the major role for the Department is to exert pressure on government to introduce meaningful changes. It is envisaged that this objective will be achieved through the following activities:

- continuing to place on the political agenda, the need to resolve the educational crisis and take steps towards the development of a single educational system.
- facilitating the development of a national, broad-fronted educational structure that would shift the initiative in the educational arena away from the state. The strong and active attempts of the current state to shape the future direction of education need to be countered by such an independent initiative. Such a structure through its representativeness, would not only ensure its legitimacy but also its effectiveness in dealing with educational issues.

The above are in a sense the broad parameters by which the nature of the intervention we are making is determined. Below follows a more descriptive account of what specific initiatives and interventions have been undertaken.



## SCHOLARSHIPS

### The Italian Project

At the beginning of the year two representatives of the Italian Government had discussions with the ANC, which centred around the consideration of such needs of the Movement that the Italian Government could reasonably satisfy. The upshot of all this was that several months later the Ambassador of the Italian Government was prepared to make, which was that:

- i) there would be an offer of 130 places offered at universities within the country which would be fully funded
- ii) provision of special training facilities in information technology (computers) for ANC personnel

Applications for placements and scholarships were duly processed but as it increasingly became obvious that the Education Desk did not have the capacity to administer such scholarships a decision was taken to transfer the administration of all the scholarships to the Education Development Trust, who would in turn use its Education Aid Programme to process the scholarship programme.

### World University Services (UK)

WUS sent us application forms for 12 applicants who sought university placement in the UK. Some of our applicants have been found placements under the Campus Scheme programme.

## OTHER INTERVENTIONS

### Private Sector Initiative

Early this year at a meeting to which we were invited by representatives of the Consultative Business Movement John and the Administrative Secretary, L Mabandla, were briefed on the concern of CBM about the state of education in the country. They pointed out that they wanted to give financial support, on a partnership basis, for a programme intended to effect an irreversible change to the education system for blacks in the country. Since then several rounds of consultation have been undertaken by the PSI through the Urban Foundation. The consultation process had the intention of securing the support of all the major political organisations for the initiative that the PSI wanted to launch. Following the consultation process a smaller working group representing the ANC, PAC, COSATU, NACTU and INKATHA on the one hand as well as the Private Sector Initiative on the other was set up with the remit of doing the preliminary work necessary before the launch of the initiative.



12 corporations agreed in principle in January to allocate R1 million per annum for a period of 5 years to the initiative. The Interim Working Group decided on a tentative structure for the management of the process and also decided to hold a workshop, which has since been held (on 12/06/91).

#### TEACHER DEVELOPMENT PROGRAMME

Following a visit by three representatives of the Danish Teachers Union and the Danish Trade Union Council a project, intended to carry out an extensive in-service training programme for black teachers is now being planned for December 1991 and January 1992. The fields which we hope to cover are the following: English, Mathematics and Science. The plan involves the participation of about 250 teachers from various parts of the country in an INSET programme that is to be run in three centres (the Johannesburg College of Education; Fort Hare University; University of Natal, Pietermaritzburg Campus) by the Danish Teachers' Union, SADTU and the ANC. It is hoped that there will be an initial planning seminar in September to which the Danish Teachers' union will send representatives. It is also planned that the Danish contingent will be reinforced by local experts in the three fields in the INSET programme. The one part of the programme will run for three weeks from the end of November up to the second or third week of December 1991 at the JCE, while the other two parts will be held in the other two centres from the 6/01/1992 to 24/01/1992.

A close monitoring programme is to be built into the exercise to ensure that there is a complete up-take by all the schools that will be involved, as well as to guarantee sustainability of the innovation.

#### LOCALISED INTERVENTIONS

Other interventions of a localised nature include a successful attempt made in the village under Chief Mampuru in the Northern Transvaal whose schools were denied normal provisions of staff and classrooms by the Government of Lebowa as a punitive measure of a sort. The community have not very long ago been forcibly removed from the area they originally occupied to the place where they now are. They have been reluctant to publicly and formally recognise Ramodike's government. In conjunction with the ANC Organising Committee a successful intervention was made and the position of schooling facilities for this community has now been normalised.

A less successful intervention involved a problem in Mamelodi in which several principals were restrained from performing their normal duties, by COSAS, as was alleged. Members of the ANC Education Committee thereupon went to Mamelodi and at the end of a long meeting seemed to have reached consensus on how the



disturbance in Mamelodi was to be resolved. Subsequently, however, other problems ensued, which put in doubt, in the eyes of some members of the community, the validity of the decision that had been reached, yet there is no doubt that the intervention by the Education Committee had its impact with the majority of members of the community.

## POLICY FORMULATION

The Education Committee decided quite early on, that to attempt to create an additional policy formulation initiative over and above what is being done under the auspices of the NECC, would not be worthwhile. The decision therefore has been that the ANC will participate in the various programmes of NEPI. In some way even though there is a general acknowledgement that the NEPI programme is non-partisan it is proving beneficial to get involved in the actual research programme. Other means have had to be found, however, to enable the ANC to commission special research needed on a short term basis to provide a back-up mechanism for the JWG intervention, for example. This perhaps highlights the need to have a team of people with the appropriate expertise who would be available for the ANC specifically in times of need while they might be in NEPI ordinarily.


## UNIVERSITIES

Increasingly the contraction in the provision of subsidies and other resources to the universities by government is giving rise to expectations by individual universities that the ANC could intervene in the problems they have as a result of the cuts in subsidies such as endorsing their fund raising efforts overseas or within the country. I would imagine that it would be our wish that the less developed universities should not be allowed to go under as they are very likely to do in the near future unless the government is prevailed upon to do something about this crisis. It seems to use difficult to be receiving endless requests for such endorsements. It might perhaps be necessary to take a macro view of tertiary education as a whole and decide on the manner of intervention that will seem most appropriate.

The smaller and less developed universities that have sometimes been inappropriately called Bush universities need to be given a chance to grow. We need to build centres of excellence in terms of which each of the smaller centres of learning can determine an area of specialisation that seems best suited to its environment. If the ultimate goal is developing our human resource potential, that can best be done by supporting the less developed universities.

## OTHER MATTERS

There seems to be a general view that we ought to do more to





promote the enhancement of the ANC profile by either facilitating or making direct interventions where appropriate. In most cases whenever we have been requested we have always tried to make such interventions in the form of encouraging organisations in the project world who are involved in the same area of development work to co-ordinate their efforts. This is not as easy to achieve as might be supposed. We have, for example expressed our unequivocal support for the COSATU initiative to achieve such co-ordination in the area of basic adult education and literacy, believing that the set of principles their Central Committee have recently adopted are not far removed from the positions enunciated in our major policy documents in general, regarding the self-actualisation of the underprivileged and securing a place for them in the economic development of the country.

Lastly it is our hope that the structural framework that has been set in place in the various regions can make possible a much greater opportunity for comrades in the regions to make their views known on all the major issues affecting education. This can best be facilitated if a more streamlined pattern of relationship between the centre and the periphery could be developed. The present communication mechanism although it is workable can hardly be regarded as perfect.



Below follows the resolutions and recommendations adopted by the National Workshop:

#### POLICY AND STRATEGY

1. Redraft the discussion document
  - a. Contextualize its historically
  - b. Why do we need policy
  - c. Stating our broad principles clearly
  - d. Symptoms
  - e. Educational Strategy - immediate  
transition  
long term
2. Outline an immediate strategy
  - what is that strategy
  - how do we use it to build broad front
3. Improving and Strengthening the Organisation
  - mobilising; information gathering and dissemination;
  - improving organisational skills
  - develop and encourage culture of debate
  - initiate campaigns and join others
4. Develop policy in different areas of education linking up with the movement's policies and with those of our allies.



5. The policy formulation process should be democratic, participatory at all levels of the movements and in society. Policy documents should be accessible to the masses in terms of simplicity initiatives like NEPI guided by basis.

#### STRATEGY

##### Immediate objectives

1. Link education struggle to broader political demands - Interim Government and Constituent Assembly
2. Show that the education crisis cannot be resolved with this government in power
3. Unite all patriotic forces in an Education Patriotic Front.
4. Take a bold strategic initiative to respond to the crisis.

#### STRATEGY

To unite all democratic forces behind a common set of comprehensive demands that force the state to meet demand and in so doing the apartheid system destroy.



## ACTION

1. Consult with all allies and democratic/patriotic forces in calling a national education conference to formulate collective demands and strategies.
2. In taking this initiative, disband the Education delegation and JWG because of the ineffectiveness of these
3. Call for the occupation of vacant schools to ensure optimum use of education resources



PROPOSED STRUCTURE FOR THE OPERATIONS OF THE EDUCATION  
DEPARTMENT OF THE AFRICAN NATIONAL CONGRESS

1. In July 1990, the NEC took a decision to establish an internal education department, against the background of the current educational crisis and the urgent need for the ANC to develop its educational profile.
2. At the time of the establishment of the Education Department, an Interim Education Committee was created by the NEC. The members of the Committee were:

Eric Molobi, Phumzile Ngcuka, Sheila Sisulu, Ivy Matsepe, Vusi Khanyile, Jakes Gerwel, Pravin Gordon, Curtis Nkondo.

The broad functions of the committee were:

- to assist in the establishment of the department
  - to facilitate the working of the department
  - to provide policy guidelines
3. The department has functioned on this basis since late last year.
  4. It is proposed that the Education Department be structured as follows:



- a. National Conference
- b. Regional Conference
- c. Regional Education Committee
- d. National Education Committee
- e. Local Education Committees
- f. The Education Department

A. NATIONAL CONFERENCE

This will be held on an annual basis and would

- review the working of the Education Department]
- receive progress reports from the regions
- discuss and develop educational strategy
- develop policy guidelines
- develop proposals for the National Congress
- elect the National Education Committee

Each region will send ten members to the National Conference.

B. THE REGIONAL CONFERENCE

The Regional Conference will be held on an annual basis, and it would:

- review regional activities
- elect the Regional Education Committee
- develop educational strategies for the region
- make proposals to the National Conference.



C. THE REGIONAL EDUCATION COMMITTEES

The constitution, composition and functioning of this structure will be decided upon by the regions. Among its key functions will be:

- developing appropriate regional strategies in education
- liaising with the National Education Committees and the Education Department

D. LOCAL EDUCATION COMMITTEES

The constitution, composition and functioning of this structure will be determined at the appropriate local level. Among its key functions will be:

- liaising with the regional education committee
- facilitating an on-the-ground involvement with educational issues
- providing local educational leadership.

E. NATIONAL EDUCATION COMMITTEE

1. The National Education Committee will be elected at the National Conference.

2. The National Education Committee will be composed of:

- 14 regional representatives
- 3 additional members elected by the National Conference
- 3 members from the Department.



3. The National Education Committee will meet at least three times annually. The meetings will be convened by the Head of the Education Department.
4. The major functions of the Committee will be:
  - developing policy guidelines for the Department
  - preparing the National Conference
  - reviewing the progress of the department
  - elect 5 members to work closely with the Education Department
  - to receive report backs from the department
  - to liaise with the regional education committees
  - to facilitate the development of the regional structures

F. THE EDUCATION DEPARTMENT

1. The Education Department will be composed of full time staff, and 5 members elected by the National Education Committee.
2. The major functions of the Department will be:
  - facilitate the development of the educational profile of the organisation
  - provide briefing and information to the national leadership on educational issues

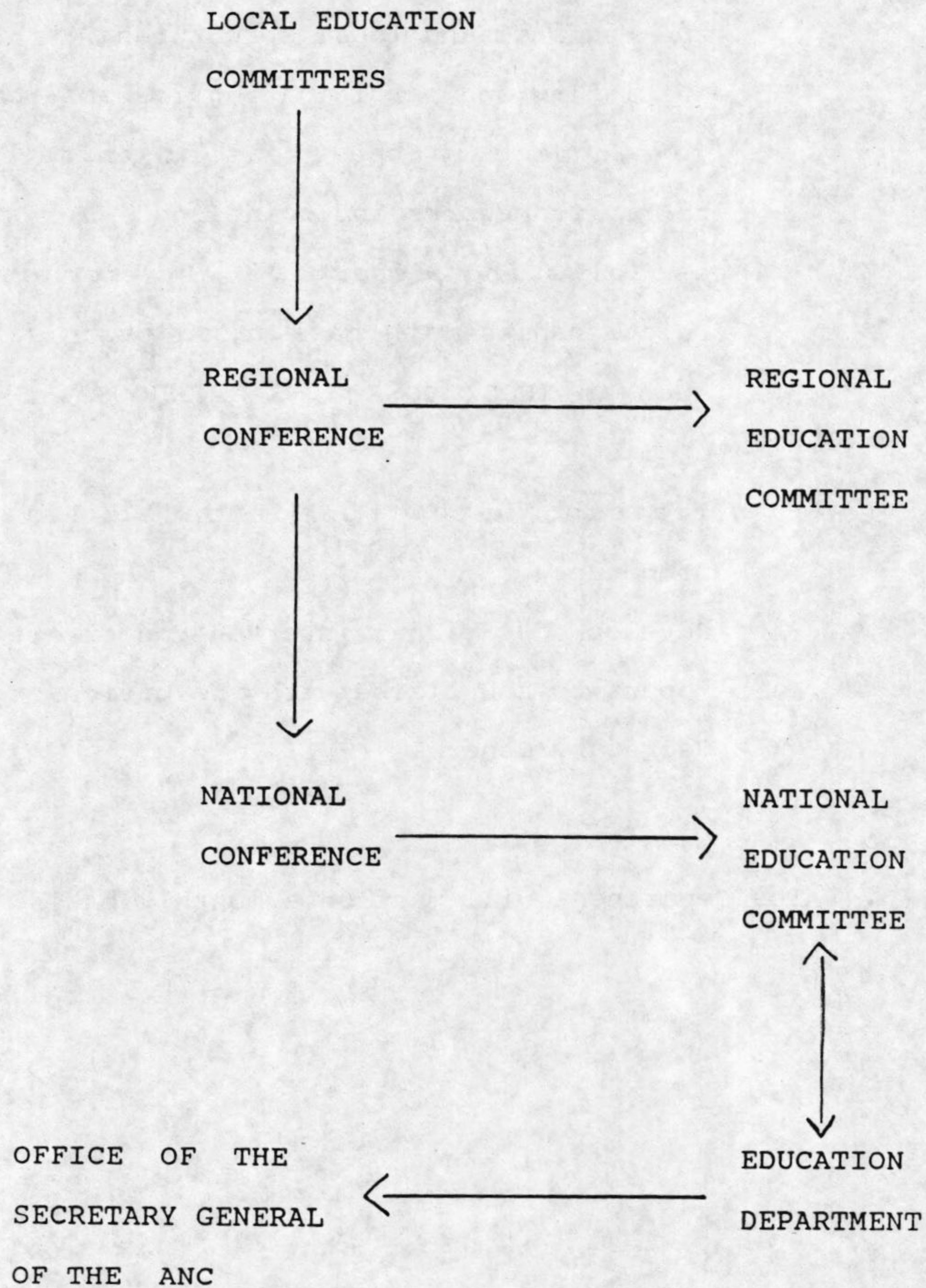


- represent the organisation to the external world
- develop the plans and budget for the department
- ensure effective communication channels with the regional and local structures
- initiating and participating in research and development in the areas of educational policy frameworks and guidelines
- establishing effective and structured relationships with mass based organisations such as NECC, COSATU, SACP, UDUSA, SADTU, etc.
- liaising with the National Education Committee.
- develop educational intervention strategies
- report to and liaise with the office of the Secretary General

3. The Department will meet on a monthly basis.



THE STRUCTURE OF THE EDUCATION DEPARTMENT





## STRUCTURE

BRANCH EDUCATION COMMITTEE

(+3 - CHAIR, SECRETARY/ORG)

ZONAL EDUCATION COMMITTEE

(Co-ordinating & Facilitating)

REGIONAL EDUCATION COMMITTEE

(Annual Conferences)

NATIONAL EDUCATION COMMITTEE

Regional Reps

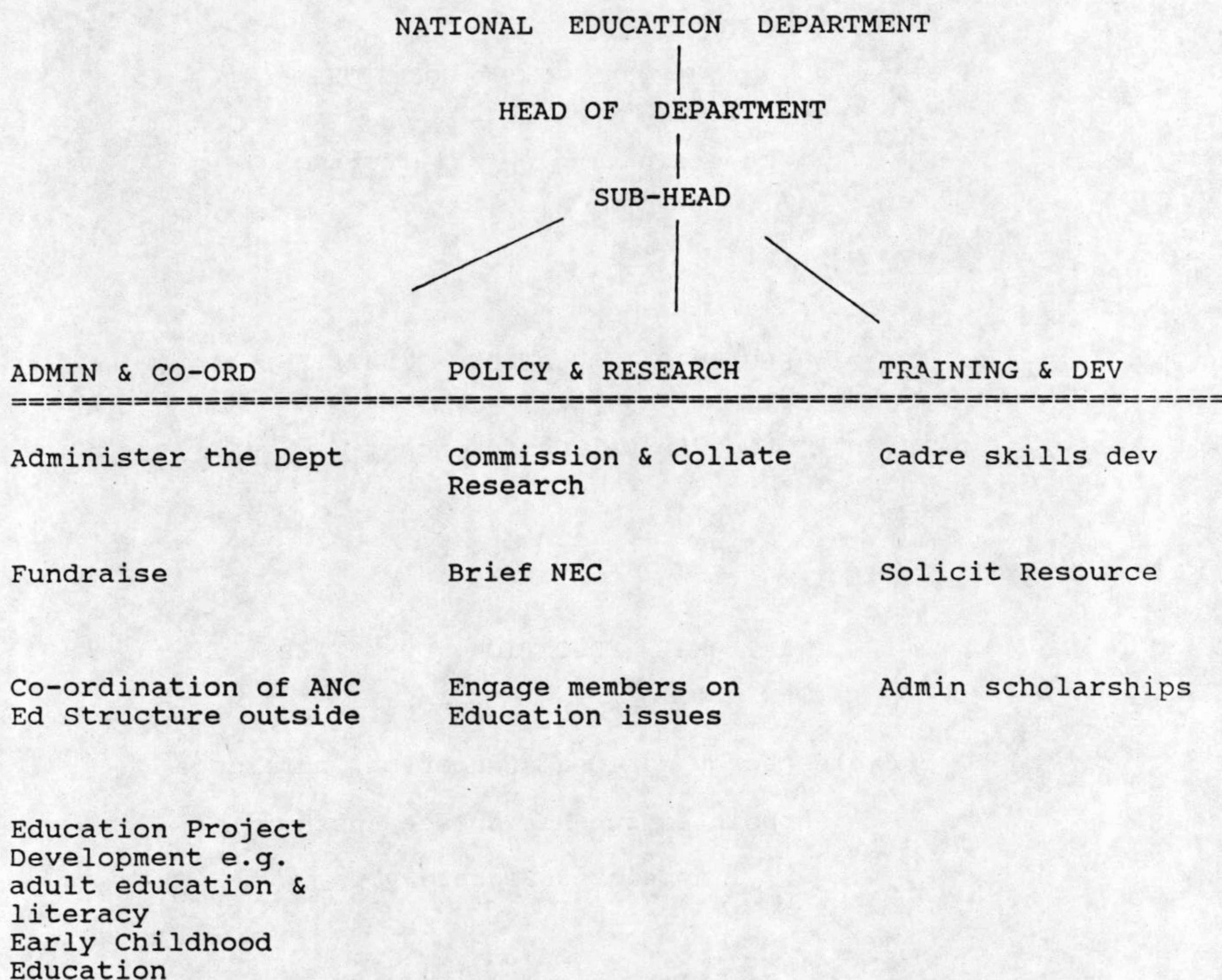
6 elected by National Education Conference

3 appointed sub-heads (see Appendix)

1 appointed Secretary.pa



APPENDIX: STRUCTURE



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## CULTURE OF LEARNING

Noting that among the strategic objectives of the Apartheid education system was the destruction of the fabric and intellectual life of the oppressed communities and further noting that this had led to amongst other things, the destruction of the learning and teaching culture in our communities, this Education Conference of the ANC recommends that:

Our analysis of the culture of learning and teaching in our schools should take into account the fact that the Apartheid State is inherently incapable of reversing this progressive degeneration of our educational environment.

## RECOMMENDATIONS

1. Branches need to prioritise the promotion of the culture of learning and liaise closely with fraternal structures.
2. Encourage ANC members to participate actively in the PTSA.
3. ANC convenes a conference on Education that will include all members of the PF.



4. ANC investigate and contribute towards the development of Adult Literacy Programme and promotes production of materials that is accessible in language and content, starting with ANC documents.

- \* that the ANC promotes the learning culture through its slogans and campaigns and programmes
- \* ANC reviews mass action strategies e.g. boycotts, and encourages a process of consultation where mass action is required.
- \* That the ANC leads in promoting sound organisational behaviour and culture.



## RECOMMENDATION ON JOINT WORKING GROUP

Noting the failure of the State to show good faith and commitment to addressing the immediate short-term education needs identified, this Education Conference of the Anc recommends that:

1. the community delegation withdraws from any further meetings with the government until such time that the government has shown tangible signs of addressing the problems of our education system, including the elimination of violence, provision of text books and many others;
2. the ANC should present this proposal to its allies in the community delegation with a view to preserving unity and the initiative within the community delegation;
3. the community delegation works towards convening a national conference on education whose focus will be, inter alia, to facilitate the introduction of the unitary system of education and the crystallisation of the idea of the Patriotic Front in Education.