



ARMAGL-KFC-11-1-8

THE KWAZULU FINANCE AND INVESTMENT CENTRE

THE DEVELOPER

A QUARTERLY JOURNAL PUBLISHED TO FURTHER THE ECONOMIC
AND SOCIAL DEVELOPMENT OF KWAZULU / NATAL

ISSUE NO. 39
MARCH / MAY 1991



LACK OF IN-SERVICE TRAINING OPPORTUNITIES HINDERS DEVELOPMENT AT TECHNIKON MANGOSUTHU

Out of a total of 200 final year Engineering students enrolled at Technikon Mangosuthu during 1990 approximately 50% will not be eligible to receive the National Diploma in Engineering at the end of their three years of study

"This is not because they are incapable or that they have not met the requirements on the academic side" said the Rector Professor A J Vos, "but that they will not be able to secure the 18 months of industrial practical experience which they need to fulfil the requirements for the award of their diplomas".

Professor Vos said that after extensive consultation with many people in industry and commerce to establish their interest in employing Technikon Diplomates, the response was found to be very non-committal.

"The vast majority were not even prepared to give so much as an indication that they would be prepared to employ our students. In summary our enrolment figures are growing, but our potential employment figures and opportunities for practical experience in the workplace remain static. This is one of the most serious problems that we will have to attack vigorously in 1991" said Professor Vos.

Technikon Mangosuthu is the brainchild of former Anglo American chairman Mr Harry Oppenheimer and the Chief Minister of KwaZulu Dr M G Buthelezi. The University of Cape Town conducted initial research and Anglo's Chairman's Fund provided the money. Teaching began in temporary buildings in 1979 with 28 students and the Technikon moved onto its present campus in Umlazi in 1981. Today it has an enrolment of over 3000 students.

Despite Technical Education being the "in thing" Professor Vos has been advised by the Department of National Education that the Technikon's budget for 1991 will be 3% less than the 1990 budget. The amount of subsidy to be paid to the Technikon constitutes only about 50% of the amount which the subsidy formula generates and is intended to pay such costs as staff salaries, equipment, teaching materials, electricity, water etc.

According to that formula a student

should generate between R10 000-R12 000 per annum towards the cost of running the institution. "We do not of course receive this amount and the government applies a factor known as the 'A' factor in their funding formula. The net result of the application of that factor was a figure of R6 100 per student received for 1990 and this will reduce to R4 790 in 1991" said Professor Vos.

He added that he found it very disheartening for the Technikon to be penalised financially by Government in its attempt to accelerate the growth in student numbers and in its endeavours to prepare as many skilled people as possible for the challenges that lie ahead in the new South Africa.

"We have, for example, although being fully aware of the logistical and financial consequences, taken over courses from the university of Zululand, the Edendale Technical College and the Owen Stibole Technical College."

"Our contribution to economic and technological growth and development becomes increasingly difficult as we try to meet our social and financial commitments with less and less official financial support."

Professor Vos added that in spite of these factors the Technikon was conscious of its social commitment towards black society to assist where it can. "We have, for example, although being fully aware of the logistical and financial consequences, taken over courses from the university of Zululand, the Edendale Technical College and the Owen Stibole Technical College."

Mangosuthu Technikon believes in preparing as many people as possible as functional scientists, engineers, business leaders, public servants, and community health workers as its investment in the future. "Despite the poor science and maths results of many of the schools that serve as feeders to the Technikon the diplomates are proud holders of a National Diploma equal to any other Technikon Diploma in South Africa. This has been achieved through a dedicated teaching staff."

From the beginning of this year a Certificate Council (SERTEC) will function in co-operation with Technikon to ensure that each Technikon's own system of education, training and internal examinations meet certain minimum standards relating to student admission and exit requirements.

Professor Vos has called for a more normal student life on campus and more intercultural tolerance. "The time has come for us to put the past behind us and to look to the future. We need now to establish contact with sister institutions whatever their history may have been. We should meet on the sports fields, in the debating halls and cultural gatherings so that our aspirations are translated into realities as a first step to the new South Africa."

Professor Vos announced that in order to reach out to the people of the Umlazi Community the Technikon has appointed its first Community Liaison Officer Mr John Gasa. "We have also set up a Committee of Community Leaders with the specific task of bringing the community and the Technikon closer together."

The first of a series of short term computer programmes for adults is being run on campus and lecture halls, library, laboratories and the main hall are now being used extensively by outside bodies during the evening and over weekends.

KTT SET TO IMPROVE SELF-FUNDING ABILITY TO MEET OBJECTIVES

The KTT, one of Natal/KwaZulu's leading training institutions, must raise R50 million between 1992 and 1994 to meet its vital training objectives.

This was disclosed by KTT Managing Director, Mr Brian Stewart, following a recent strategic planning programme.

Mr Stewart said: "This figure excludes the KFC and KwaZulu Government grants at their present levels and is based on a 30% self-funding ratio. Given the lack of financial resources, however, the KTT will improve its self-funding ratio to 50% by the end of the planning period."

Between 1992 and 1994 the KTT is to place greater emphasis on developing audio-visually based literacy and numeracy courses for use by field workers, to address unacceptably high levels of illiteracy in Natal/KwaZulu and other areas. It will also look closely at the need for technical skills in the region.

Mr Stewart said the KTT would identify fields in which the socio-economic self-reliance of the target population can be most cost-effectively enhanced, and provide training to achieve this.

"Given the unemployed, frustrated and disillusioned youth between 18 and 30 years of age – the KTT will train and develop them to obtain marketable skills to enhance their self-reliance," he added.



Mr Brian Stewart MD of KTT.

Subsistence farmers will be trained in the production and marketing of excess produce at competitive prices and the existing corps of cash crop farmers in the region will be trained and developed so as to increase yields to industry norms and to sustain and improve the farmers economic viability. New business entrepreneurs, too, will be trained to establish their enterprises at a level where the undertakings will produce acceptable yields.

Mr Stewart said it was important to note that many communities portrayed "a desire to uplift themselves" and added that the KTT would aim to facilitate processes designed for upliftment and, where appropriate, pro-

vide training and development to "underpin upliftment".

He indicated that because of the identified need for, and quality of, the KTT's products and services, the organisation would market itself, its products and services aggressively, at market-related prices.

Mr Stewart also stressed that because of the shortage of black executives in this country, the KTT is poised to design and implement a management development programme specifically designed to accelerate vertical mobility, especially amongst black staff belonging to the KTT.

And because of the rapid urbanisation of the Durban Functional Region (DFR) and the geographic spread of the target population, the KTT will prioritise its geographic penetration, in view of its limited resources, to service the region as cost-effectively as possible.

Mr Stewart said: "Given the inadequate allocation of government funds to non-formal education, the KTT will explore all possibilities of strengthening existing, and establishing new linkages with both regional and national governments, to obtain funds. However, we are dependent on a critical success factor – for the KTT to achieve its mission and objectives, we must convince the world that the KTT is successful at improving the sustained socio-economic self-reliance of its target population in a cost-effective manner."

THE THREE PHASES OF BLACK EDUCATION

Since the inception of white rule in South Africa, the development of black education can be divided into three clearly demarcated phases.

So said T W Kambule of the University of the Witwatersrand, writing in a past edition of the authoritative Indicator publication.

According to the article, the first of these was a period of "Missionary Education". This phase was essentially a response to a sense of Christian duty and served to show gratitude for the black man's willing-

ness to embrace the Christian creed.

Mr Kambule says its shortcomings were obvious, as it never intended to educate the black man for the "inconceivable" responsibility of running the country. In spite of this weakness, the missionaries withheld little from the black man, offering him education which was of high quality, but paternalistic in nature.

This first phase ended with Dr Verwoerd's 1953 Bantu Education Act. His resentment of the missionaries' brand of education was obvious. He accused the missionaries of educating blacks to become "black Englishmen".

Mr Kambule says in his Indicator article that Dr Verwoerd ushered in the second phase, namely that of "Bantu Education", one of the most vilified education systems in the world. This educational dispensation seemed geared to entrench the black man's secondary role as labourer and

second class citizen, he adds.

This system of education undermined the majority of people in the country for a quarter of a century and its effects are pervasive to this day.

This second phase of education was brought to an abrupt halt in 1976 when black students actively rejected it.

The third phase came about through the department delivering the education being renamed "Education and Training". However, to the black masses it remained "Bantu Education", maintains Mr Kambule.

Following this change the de Lange Commission effectively highlighted the deficiencies in black education, particularly by producing valuable information pointing to specific weaknesses. It also emphasised the gross disparities in the financing and quality of education for different groups, and offered prescriptions for achieving parity.

THE ROLE OF NON-FORMAL

The relevance of non-formal education, as opposed to formal education in terms of the perceived needs of especially the rural poor, is evident. It is, however, also clear that literacy, numeracy and especially the ability to think, reason and adapt to change, is required in the development of a long term perspective for growth.

This emanates from the section of Mr Stewart's research dealing with the role of education in development.

Mr Stewart comes to the conclusion that education is more than a mere investment in human capital – it reflects a communities' aspirations and its need for self-esteem and respect.

"It is clear that formal and non-formal education are viewed from three fundamental perspectives, namely as instruments to bring about social harmony, to satisfy certain political ideologies and lastly to facilitate integration into the economy.

"It is evident however that educational objectives are heavily biased in terms of the perspectives of the vested interests, which often ignore the need to balance education in such a manner that it will satisfy the fundamental needs as expressed

by the people themselves," says Mr Stewart.

He says it is increasingly being argued that the concept of development is more than the material advancement of people, as development does not equate with economic growth per se, but must be firmly based on human well-being.

The definition of well-being or quality of life is not something that can be determined by policy makers, academics or politicians. The value systems and knowledge of the common people must be used as the starting point.

Mr Stewart says it becomes evident that education, in its broadest sense, should reflect the value systems of the society it deems to serve and therefore inculcate these values in the community, such as the need for esteem and self-respect.

To cater for conflicting value systems in a complex society, such as the South African society, communities should be given greater authority to decide about the nature and structure of their education and not only about the content thereof.

"It is evident that education, as a development tool, competes with other investment opportunities, such

as industrial or health infrastructures and policy makers therefore need to do a cost-benefit analysis of these opportunities in order to optimise resource utilisation.

"From a different perspective, the opportunity costs of education as perceived and experienced by the poor, mitigates against the investment of scarce resources in education, in favour of investment in activities or commodities which can relieve certain basic consumption needs in the short term, such as food, clothing, fuel or shelter.

"Young children of the poor are often compelled to drop out of school before completing four years, in order to find income generating occupation or to contribute to household productivity – many of these of an illegal nature," says Mr Stewart.

He says education as was pro-pounded by especially Western colonial powers, was held to be most relevant to the development needs of newly independent countries.

That this assessment was highly misguided and an oversimplification of the actual needs of the LDC's became clear after two decades in which very little progress was discernible in development terms.

Non-Formal Education in KwaZulu

special reference to the KTT

The need for non-formal education has become a critical component in the overall strategy for the development of the KwaZulu region.

This is the conclusion reached by Mr Brian Stewart, Managing Director of the KwaZulu Training Trust (KTT), in research dealing with non-formal education (NFE) in KwaZulu, with special reference to the KTT.

Mr Stewart argues that this need arises primarily because of:

- * high levels of illiteracy, especially among adults;
 - * high levels of structural as well as cyclical unemployment;
 - * too few jobs in the formal sector;
 - * increased levels of mechanisation and capital intensive modes of production; and
 - * general unemployment of a large proportion of the population.
- He adds that NFE in KwaZulu is

offered in a variety of ways and by a variety of institutions. From a comprehensive survey into the technical training needs in KwaZulu, undertaken earlier by a special committee established and sponsored by the KTT, it is clear that NFE covers a wide range of activities, often depending upon vested interests in creating skilled labour power for industry.

The KTT report comments that the bulk of in-service training is focused upon the improvement of productivity and that very few black employees are sent on managerial self-development type courses, which reveals a lack of commitment to the advancement of Blacks by the majority of industries.

The report further finds that the bulk of training in the region is concentrated in the industrialised areas, such as the Durban/Pinetown metropole and Newcastle. Training in the

rural areas is limited within the context of a few development projects, as well as the mobile training offered by the KTT and the SA Sugar Joint Extension Service.

"The bulk of agencies provide NFE for their own particular needs. Very few institutions direct their attentions specifically to eradicate poverty – a notable exception of this being the Valley Trust.

"This general lack of a co-ordinated strategy to combat poverty, unemployment and inequality could be viewed as being the fundamental cause of the sub-optimal utilisation of NFE resources in the region.

"Training agencies have concentrated largely on limited skills courses, often entrenching the poor in activities which will keep them poor. An example of this can be found in training activities on farms concentrating on highly specialised and fragmented

EDUCATION IN DEVELOPMENT

Developing countries face the dilemma of having to decide between what is needed in terms of education for development and what can be afforded.

He says the debate between the proponents of a liberal education on the one hand and vocational education on the other, continues unabated and very little movement has occurred to bring together the two schools of thought.

Vocational education is often called for by poverty stricken communities as they can see no benefit from an education which does not enable them to find wage-earning employment or which does not teach them how to produce foods.

Studies in Tanzania and Columbia by the World Bank, nevertheless indicate that vocational education – as it is offered in these countries – does not provide school leavers with any advantage over academic graduates in the search for employment.

From all this arises the question of which type of education to emphasise – formal or non-formal education?

Mr Stewart says non-formal education, as opposed to formal education, has been held as a solution for the many ills of LDCs, but is also viewed

as a capitalist ploy to perpetuate the second-class nature of the working class student.

The premise on which the contribution of non-formal education to development rested, was that the inculcation of skills and knowledge in themselves would facilitate the process of development; that is a movement away from traditional lifestyles to more modern, economic value systems. This has however proved to be an oversimplification and represents a technicist view of the role of NFE in development.

Another major weakness of non-formal educational practice has been a lack of co-ordination which led to poor resource utilisation, competition between different agencies, overlapping of effort and confusion among target populations.

However, growing awareness, during especially the early 1970's that the formal education system was unable to serve the masses and that the curriculum – usually a slavish adherence to Western educational models – were unsuitable, has led to more emphasis being placed on non-formal educational approaches, often funded by international aid agencies or the private sector.

What has made non-formal education particularly attractive to developing nations is its flexibility in approach and the application of methods designed to cater for specific and clearly identified needs of particular communities. Formal education has failed dismally in this respect, primarily due to its institutionalised nature.

In the instance of education, control by the central authorities was seen to be essential in most Third World countries, in order that certain political interests could be satisfied. The resultant institutionalisation of formal education has consequently failed to retain any resemblance of flexibility or sensitivity to changing needs.

"It should be stressed that non-formal education would be insufficient in itself if it merely attempted to satisfy the immediate short term needs of a community and did not take into account concepts such as a work ethic, the motivation to learn as well as apply learned skills, or the development of cognitive abilities of the people.

"It should similarly be stressed that basic education alone, namely literacy and numeracy, would not be sufficient to guarantee development," Mr Stewart concludes.

skills, which renders the person dependent on the availability of jobs in a very limited field and provides virtually no mobility in the labour market," says Mr Stewart.

He says it is evident that the KTT perceives its specific role through NFE to be to eliminate poverty, create income generating opportunities and to generally enable (empower) people to cope with political, as well as socio-economic challenges.

"The general impression created by the KTT's ethos is that it is a resource to be utilised by the people it deems to serve; that it reacts to requests from the population to become involved in upliftment projects, that it prefers not to compete with other similar agencies, but would rather act as a catalyst in achieving not only its own objectives, but the objectives of the community at large.

"These values reflect a very progressive approach to development thinking. What makes it remarkable, is that it exists in an organisation as large as the KTT."

Furthermore, the KTT's assessment of the impact of the external

environment on its activities, focuses the attention upon projects and activities required to enable the achievement of acceptable levels of self-sufficiency, as encompassed by its mission statement.

Factors such as the rising population growth, structural and cyclical unemployment, urbanisation, black buying power, low economic growth rates and the increasing level of sophistication of black consumers are translated by the KTT into opportunities for the development of cashcrop farmers, agricultural contractors, small manufacturing and service entrepreneurs, franchise holders, retailers, chain groups, wholesalers, artisans, technicians, building contractors and sub-contractors.

Although these opportunities constitute enormous challenges, the KTT views as significant a variety of potential threats, such as escalating polarisation of its target population, intimidation and violence, technological obsolescence, and the political institutionalisation of apartheid structures.

According to Mr Stewart these threats could hamper or even destroy

any attempts by the KTT to create higher levels of self-reliance and, in the view of the KTT's strategic planning group, threaten the existence of the KTT itself, given its funding structure.

"When viewed against the background of historical deprivation, it is evident that the need for NFE in the region is enormous. The KTT is but one agent providing NFE and as such is severely hamstrung by financial constraints. The 5-year plan contained in its strategy stresses this aspect and points to a R8,1 million deficit over the period.

"If Psacharopoulos and Woodhall (1985) of the World Bank are to be believed, expenditure on appropriate education is an investment and should not be viewed as consumption as economists are wont to do. According to Schultz (1963) increased education of the labour force appears to explain a substantial part of the growth of output in both developed and developing countries since 1950.

"Investment in education must be based on an analysis of the efficiency of the use of all competing resources,

GREATER UNITY AMONG TEACHERS

Is It Possible?

Whilst the drive for a single, non-racial education system for South Africa is gaining momentum, the teachers' corps of the country is actively seeking unity within its own ranks.

Greater unity among teachers is becoming increasingly important, as teachers realise that the demands on them will increase with a restructuring of the education system to incorporate multi-cultural education.

The formation of the National Teachers' Unity Forum in April 1988, constituted one of the largest initiatives yet to bring about teachers' unity. Nineteen progressive teachers' organisations, representing approximately 150 000 teachers, signed a unity agreement in Harare, according

to which they committed themselves to promote the establishment of one national teachers' society.

The NTUF became the forerunner to the South African Democratic Teachers' Union (SADTU), which was formed in October 1990. However, not all of the organisations participating in the NTUF were prepared to sign SADTU's unity agreement, mainly because it required that organisations which sign it, be disbanded and that their human and physical assets be handed over to SADTU.

and of the activities of the KTT are in fact contributing to the general upliftment of its target population. The cost-benefit ratio of investments by the KTT and the government in the KTT, needs to be assessed in competition with investments in other areas, such as industrial development, housing or basic infrastructure," Mr Stewart says.

As far as the processes of NFE, as practised by the KTT, are concerned, he points out that when establishing a NFE system to provide skills or knowledge to a particular group of people, a number of issues need to be addressed.

Traditionally the systems approach to training is designed to cater for each of these issues and is categorised into four phases, namely: research of training needs; development of appropriate training materials (software); presentation and evaluation of courses and follow-up and evaluation of skills transference.

The KTT's functional structure has been designed to cater for these phases:

- * the research of training needs, as well as the development of appropriate training materials is catered for by its course development facility. The sale of its materials to virtually every development cor-

poration in Southern Africa, as well as private sector institutions and non governmental organisations, is evidence of the appropriateness of the materials;

- * the presentation of the various courses is catered for by the training operations arm of the KTT, which provides for basic skills, advanced skills, community development and informal business development. The bulk of the KTT's resources are allocated to this function which requires a very high level of subsidisation from grants and donations;

- * follow-up and evaluation of skills transference is catered for by a specialised function reporting directly to the Managing Director. This vital aspect fulfils an audit function to assess the appropriateness, as well as effectiveness of KTT's training activities.

Mr Stewart concludes by saying that, measured in monetary terms, the costs of NFE activities in KwaZulu amount to many millions of Rands. The largest agencies involved in NFE are the KwaZulu Government, especially its Department of Agriculture and Forestry, the KTT and the extension service, of the South African Sugar Association.

Other objections raised against SADTU, were that it placed too high an emphasis on the attainment of political goals, as well as on the trade union aspects of teachers' organisations, as opposed to the professional aspect.

Currently, five teachers' organisations are actively operating in Natal/KwaZulu, namely the Teachers' Association of South Africa (TASA); the Natal African Teachers' Union (NATU); the Society of Natal Teachers (SONAT); and the Natal Teachers' Society (NTS) and the Natalale Onderwysersunie (NOU), both affiliated to the Teachers' Federal Council (TFC).

With the exception of the NOU, all these organisations participated in the National Teachers' Unity Forum, but both the NTS and the NATU

"There is very little statistical evidence available on the effectiveness of the activities of the agencies in terms of overall development criteria. In fact, there is evidence that poverty in especially rural areas has increased in relative and real terms over the last decade, unemployment has increased and inequality in terms of the distribution of economic wealth, as well as political power has increased.

"It can be deduced that, whereas the agencies involved in NFE may be contributing to self-reliance in the micro-context, no progress has been made at the macro level.

"A number of external factors obviously play a role in this regard, such as structural unemployment of the economy, high population growth rates and discriminatory political systems.

"If progress is to be made, however, policy makers will have to consider increasing and consolidating resources allocated to NFE, to initiate strategies which will create a more humane society through the development of a consciousness which will enhance the integration of the poor into the formal and informal economies and, last but not least, intellectually empower people to take decisions affecting their futures."

opted out of the initiative when SADTU was formed.

Prof. Alex Thembela, President of NATU, which represents mainly Black teachers in Natal/KwaZulu, says the main reason why NATU did not sign SADTU's unity agreement, was because it did not have a mandate from its members to do so.

NATU will debate the matter at its annual conference in June. Four options will be put to the members. The extreme option and the one unlikely to be chosen, is that NATU will disband and join SADTU. The other options are that NATU will form an alliance with the NTS; or consider certain initiatives which the Teachers' Federal Council is expected to put on the table; or remain independent, without alliances.

Prof Thembela says NATU does not believe that a single, amalgamated, generalised teachers' organisation is necessarily of the essence in South

Association (TUATA) were working towards establishing a national federation of regional, non-racial, professional teachers' organisations and were hoping to get the process underway by the end of April 1991. They had also issued a joint call for a national education convention to consider the education crisis and the way forward.

Mr Ryman says the NTS is a reluctant affiliate of the Teachers' Federal Council, because it is compelled by law to register with this body. Although the TFC has taken a decision in principle to become non-racial and to align itself with other teachers' groups, it does not have the credibility to become a national, non-racial teachers' organisation.

"A new body will have to be created and it will have to be created from the bottom upwards – in other words, the regional organisations – and not the mother body – must be responsible for setting up a new structure," says Mr Ryman.

Mr Duncan Hindle, formerly belonging to the National Education Union of South Africa (NEUSA) – which has disbanded in favour of SADTU – has been appointed regional interim convener for SADTU in Natal/KwaZulu. He says TASA has already taken a formal decision to disband in favour of SADTU, while SONAT also intends to disband, although it has not yet taken a formal decision at a congress to do so.

He says although SADTU is viewed by some as being politically aligned and as being in favour of a trade union for teachers, SADTU has made it clear from its inception that it supports no particular political party. In addition, SADTU views the trade union aspect of teachers' organisations as being intrinsically linked to the professional aspect and believes that a teacher who feels insecure in his position cannot function effectively as a professional person.

Mr F.J.J. Brand, chairman of the Natalse Onderwysersunie (NOU), which represents Afrikaans-speaking teachers of the Natal Education Department, says SADTU has unmistakably latent unitary powers which over-shadows those of any other effort through the years to bring about unity. However, the role of political parties and groupings in the formation of SADTU has caused a sharp inclination towards trade unionism, which is unacceptable to the NOU.

However, the NOU holds the view that distinguishing between the teacher as a worker and the teacher as a professional is an unnecessary splitting of hairs. "Teachers are workers with professional status and responsibilities. Neither their professionalism, nor their status as workers should be seen as absolute. It is however important to realise that professionalism has become a key-point in the striving for unity."

On the question whether the NOU is in favour of unity among teachers, Mr Brand, says: "If unity among teachers means that all teachers do similar work, then there exists a de facto unity, which could not be denied. Subsequently, if unity refers to striving after common goals, then there are obviously considerable grounds for saying yes, the NOU is in favour of unity among teachers. However, if unity refers to ideologically becoming one, then it is not attainable."

*NTS, TTA, and
TUATA are working
towards establishing a
national federation
of regional, non-racial,
professional teachers'
organisation.*

*"If all teachers'
organisations belong to
the same umbrella
organisation, a forum
for listening to one
another will be
created."*

Africa. Teachers must have freedom of choice and freedom of association. NATU are, however, prepared to conduct discussions with all parties which promote education and to co-operate with organisations which have the same objectives as this organisation.

Mr David Ryman, Executive Director of the NTS, which represents mainly English-speaking teachers of the Natal Education Department, says the main reason why the NTS is not participating in SADTU, is because it views SADTU as being politically aligned and because of SADTU's insistence that organisations which support it, sign its unity agreement. Signing the agreement would have been contradictory to the NTS's constitution.

At the time of going to press, the NTS, together with the Transvaal Teachers' Association (TTA) and the Transvaal United African Teachers'

Mr Brand says unity among teachers can only be attained through one umbrella organisation. "If all teachers' organisations belong to the same umbrella organisation, a forum for listening to one another will be created. This could lead to a relationship of mutual trust which will provide solutions to the problem areas of divergent ideological and fundamental viewpoints."

He says the NOU views the efforts of the NTS, the TTA and the TUATA, to establish a national federation of professional teachers' organisations as unnecessary and unproductive. "The Teachers' Federal Council constitutes a body which has the expertise, the infrastructure, experience and status to form a democratic, professional body for all the teachers in South Africa. The NOU mistrusts the motives of those who claims that the TFC has no credibility."